

Year 5 and 6: Badger Class

Autumn Terms 1 and 2: How does international mindedness promote a shared humanity?

<p>Prior Knowledge:</p> <p>Geography: The children have previously learnt the counties and major cities of the UK and the continents and oceans of the world.</p> <p>DT: The children have had experience of designing and making their own products. A range of tools and materials are always available for the children to use. They have also used a range of equipment for simple cookery.</p> <p>History: The children have learnt that people were evacuated in the war. They have had experience of placing photographs of historical events into chronological order. They have also looked at objects from the past and answered questions about them.</p>	<p>New Sticky Knowledge:</p> <p>By the end of this unit, the children will name and locate the allies and axis of WW2. They will be able to place key events during WW2 on a timeline and know the reasons why it started. The children will know how WW2 affected daily life – in particular evacuation, air raids and learn some of the main missions of WW2 – Operation Frankton / Dam Busters/Cockleshell Heroes. Badger Class will know the story of Oradour sur Glane in France.</p> <p>In Art and DT, the class will create propaganda posters such as Dig for Victory and apply their understanding of materials to create a box suitable for carrying a gas mask. They will also cook basic wartime food such as pear crumble.</p> <p>The children will understand that Remembrance Day commemorates people who have lost their lives in any war.</p> <p>By the end of the unit, they will have learnt about some of the inspiring figures of World War II. They will know the story of Anne Frank and listen to and understand some of the inspiring speeches of Churchill.</p>
<p>Key Texts:</p> <p>Good Night Mister Tom The Second World War – Paul Dowswell Horrible Histories – Woeful Second World War, Blitzed Brits The Second World War – Conrad Mason See Inside the Second world war – Usborne flap book Anne Frank's Diary</p>	<p>Key Vocabulary:</p> <p>Transport, past, present, future, aviators, continent, country, equator, United Kingdom, ocean, capital city, Blitz, war, evacuation, persuasive, Operation, soldier, Prime Minister, Germany, Poland, Italy, The Netherlands, The Channel, The Atlantic, Austria, Belgium, France,</p>

The Learning Journey

Society

How does international mindedness promote a shared humanity?

World War 2 Focus

Question - the knowledge and understanding you want the children to acquire	Subject area - which subject/s will best answer this question?	Learning Intention	Lesson Content - what the children do during the lessons to develop the skill – what is produced at the end	Assessment – how will assessment of the lesson take place Next steps if needed?
<p>Why did Britain go to war in 1939?</p> <p>Who were the allies and the axis?</p> <p>What are the major cities of the UK? What were the German air raid targets in the war?</p> <p>Why was it necessary for children to be evacuated? What did they take with them?</p>	<p>History</p> <p>History</p> <p>Geography</p> <p>History</p>	<p>I examine causes and results of great events and their impact on people</p> <p>I can find out about beliefs, behaviour and characteristics of people, recognising that these differ</p> <p>I use an atlas accurately</p> <p>I confidently use 4 figure co-ordinates to locate places on a map and I am starting to use 6 figures</p> <p>I can use the internet to research with increasing confidence and bring knowledge from several sources together in a fluent account.</p>	<p>Examine concept of war- what? Why? How?</p> <p>Investigate countries and leaders involved and what side they supported.</p> <p>Use maps to identify major cities in the UK.</p> <p>Research which cities were seriously bombed – London, Coventry, Plymouth, Southampton</p> <p>Look at suitcase, think about who is belonged to, what is in it, where might the child be going, how might they feel</p>	<p>Order the key events leading to the start of WW2.</p> <p>I can name three countries on each side of WW2.</p> <p>I can locate major UK cities on a map.</p> <p>I can give three facts about evacuees.</p>

Can you design a box to carry a gas mask?	DT	I can think what the user would want when choosing textiles and I can make my product attractive and strong	Think about size, shape, practicality, material, strength Decide joins etc	I can describe the features of a cube / cuboid.
What was the chronology of events in the war?	History	I know and sequence key events of the time studied and I can place the current study on a timeline in relation to other studies	Which country started the war? When – look at timeline of major events	I can sequence the main events during WW2.
Who was Anne Frank?	History	I compare an aspect of life with the same aspect in another time and I compare beliefs and behaviours with another time	Read excerpts from her diary. Think about her living conditions, fear etc	I can give 5 facts about Anne Frank, including why she had to hide.
What were the slogans and messages of the war and why was propaganda so powerful?	Art/ History	I can express my emotions accurately through my painting and sketches	Why were these posters designed, how did they work to promote the war effort. Draw own.	I can describe the features of a propaganda poster.
Can you cook wartime food using rationing recipes?	DT	I can be hygienic and safe and I can grow my own products with a view to making my own food.	Be able to follow a wartime recipe, use implements to cut up fruit and vegetables safely and to taste cookery made with rationed ingredients. Compare this with food today.	I can compare and contrast food during rationing to today.
What was the Blitz? What was the purpose of air raid shelters and how were they built?	History	I use the internet and library confidently and with discretion and I use evidence to build a picture of a past event	Find out information about the war through research and through a visit to Davidstow Air museum where the air raid shelters can be seen.	I can explain what the Blitz was.
What were the planes and tanks used in WW2?	History	I recognise primary and secondary sources		I can explain the differences between primary and secondary sources.
How did WW2 end? Why do we	History	Use relevant dates and terms	Look at painting 'For the Few' what is happening? Why is the painting in black and white.	

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<p>celebrate Remembrance Day? Who is Georgia O'Keefe?</p> <p>How did the role of women change during WW2?</p> <p>War – What is it good for?</p> <p>Poetry – War poems</p> <p>Diary entry – What makes a good diary entry? – Anne Franks Diary</p> <p>Newspaper reports – Cockleshell Heroes, Dam Busters, Oradour sur Glane?</p> <p>Famous Wartime speeches</p>	<p>Art</p> <p>History</p> <p>History</p> <p>English / History</p> <p>English / History</p> <p>English / History / Geography</p> <p>English / History</p>	<p>I study different aspects of different people</p> <p>I am aware that different evidence will lead to different conclusions</p> <p>Poetry,</p> <p>Diary entry, I use a range of sources to find out about aspect of time past</p> <p>Newspaper report writing – I compare accounts from different sources – fact or fiction</p> <p>I can draw sketch maps using symbols and a key</p> <p>Speech writing,</p>	<p>Reproduce Poppy paintings</p> <p>Investigate jobs of women in WW2</p> <p>Discussion – how did places / people change as a result of war? Did war have a good or bad impact on the UK?</p> <p>Literacy based history – detailed planning in folder</p>	<p>I can order events leading to the end of WW2.</p> <p>I can describe and explain the jobs that women did in WW2.</p> <p>I can describe the impact of WW2 on Europe.</p>
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