

## World War 2 — Curriculum Driver

Year 5/6 Autumn Term

**Topic Question:** What was the impact on people in Britain during WW2?

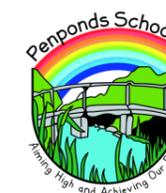
**Linked people of study:** Winston Churchill, Adolf Hitler

**Linked texts:** Carrie's War

**Trips/Visitors:** Porthcurno Telegraph Museum

**Topic Composite/Finale:** Poetry reading

**Prior Learning Topic:** ?



### History

**Intent:** Children will have a good understanding of events leading to the second world war. They will be introduced to the main characters and the roles that they played. They will gain an appreciation of how life in Britain was during the war years, especially for children who were evacuated from cities.

**Hooks from previous learning:** Invaders and Settlers (LKS2) - study of Europe

#### Skills and Knowledge Components Focus

- Shows some understanding and talks with some clarity about the impact of historical events.
- Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.
- subject.
- Begin to use questions to understand significant events.
- A detailed study of a particular famous person and their historical legacy.
- Language specific to topic (e.g. armistice)
- Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

#### Sticky Knowledge:

Why did the war begin?

What were the main events?

What were the key dates?

What was it like in Britain during WW2?

Which countries formed the two main groups (Allied and AXIS)

The Blitz

The Battle of Britain

Hiroshima (nuclear bomb)

The power of propaganda

**Key Vocabulary:** Treaty, evacuation, air raid shelter, Home Guard, coalition, allies, battle front, occupation

**Subject Composite:** Children will perform a poetry reading

**Impact:** Children understand how the second world war came about. They will appreciate the impact it had on lives throughout the world, although mainly in Europe.

### Geography

**Intent:** Children are able to find out about Europe through studying Germany and how it gradually invaded different countries. As other countries were drawn in, the study is expanded to include other areas of warfare, including Russia and the Far East.

**Hooks from old learning:** Invaders and Settlers (LKS2) - study of Europe

#### Skills, and Knowledge Components Focus

What do we mean by the terms 'allies' and 'axis'? Invite children to share their ideas. Explain that the allies and the axis were the two sides that fought against each other in the war.

Look at the map showing the different continents on the slides. As a class, name and label each of the continents.

Display the countries of the allies on the slides. Which continent is each of these countries in? Children to think, pair, share their ideas then check if they were right. Repeat with the countries of the axis.

If you aren't sure where a country is on a world map, what can you do to help you find it? Invite children to share their ideas. Model how to use an atlas to find different countries.

#### Sticky Knowledge:

Know the sequence of how Germany extended its influence.

Understand the physical geography around the evacuation of troops at Dunkirk.

Appreciate the benefits of Britain being an island—not easy to invade.

Understand the layout of Europe at the time - and recognise how the political map has since changed

**Key Vocabulary:** temperature, mountainous, island, mainland, locate, climate, peak, port, coastline

**Subject Composite:** wall display showing the sequence of how Germany advanced into other countries (including Russia).

**Impact:** Children will gain an understanding of how European countries are linked. They will also understand the size and importance of Russia. Finally, they will recognise how it was a 'world' was when looking at fighting in the Far East and the dropping of the atomic bomb in Hiroshima and Nagasaki.

### Science

**Intent:** Children will understand the classification of all living things.

They will know how materials can be sorted according to their properties..

**Hooks from old learning: (Y3/4):** previous learning about animals and plants

#### Skills and Knowledge Components Focus

##### Living Things and their Habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

##### Properties and Changes of Materials

- Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

#### Sticky Knowledge:

Carl Linnaeus created a system of classifying all living things

His system has been modified and expanded

The system of classification uses a hierarchical approach

Materials can be sorted and grouped according to how they behave (properties)

Some materials can be mixed; then separated

Other materials, when mixed, cannot be separated.

This may be an irreversible reaction

If chemical, we can describe the reactants and the product

**Key Vocabulary:** Classification, genus, class, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, new material, reactant, product

**Subject Composite:** : Invite parents in for a science workshop to share what we have learned

**Impact:** Children will know that all living things can be classified. They will also understand how materials have different uses depending on their properties and state and that mixtures can be separated by filtering, sieving and evaporation.

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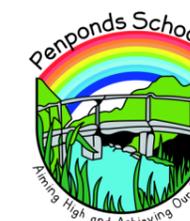
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### Art and Design

**Intent:** DRAWING, PAINTING AND COLLAGE

John Piper  
Henry Moore - Bomb shelter drawings

Children explore the ideas and emotions behind the paintings and collages made by Piper. Children create their own mixed media collages responding to themes of home and war.

**Hooks from old learning:** Drawing and painting focus in Ancient Egyptians (LKS2)

**Skills and Knowledge Components Focus**

- Use Art to express an emotion. Why have they chosen the materials and techniques that they have?
- Art in public sphere.
- Use Art to express an abstract concept e.g war (link to Guernica - create a WW2 version showing conflict), love, creation.
- Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.
- 'Limited palette' work. Working with one colour and developing work using tints and shades.
- Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.
- Begin to build up a portfolio of their work

**Sticky Knowledge:**

- John Piper was official war artist for WW2
- He depicted the ruins of England, employing his aptitude for depicting landscapes and imperial homes to portray the loss and aftermath of bombings.
- He often painted at night, when buildings were still ablaze
- Amongst the most powerful records of the home front during the Second World War are images of Londoners sheltering in the underground stations from air raids. Of these images, Henry Moore's drawings are perhaps the most famous.

**Key Vocabulary:**

Mixed media, collage, emotions, sketching, limited palette, mono

**Subject Composite:** mixed media collages responding to themes of home and war

**Impact:** Children will be able to relate to the emotional content of art created against the background of war. As well as the artistic merit of the work, it serves a record of what took place—and the impact it had on people of the time.

### Design Technology

**Intent:** Children link their science knowledge of electricity to their computing understanding of physical outputs in order to create a morse code machine..

**Hooks from previous learning:** electricity in science

**Skills and Knowledge Components Focus:**

Understand and use a range of electrical systems in their products, such as series circuits, incorporating switches, bulbs, buzzers and motors.

Apply their understanding of computing to program, monitor and control their products.

**Sticky Knowledge:**

understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

apply their understanding of computing to program, monitor and control their products.

**Key Vocabulary:** design, battery, power, circuit, LED, buzzer, switch, programming, physical device

**Subject Composite:** Children to design, make and evaluate a morse code machine..

**Impact:** Children will feel inspired to experiment with the Crumble Controller software in order to control physical devices (e.g. buzzer, LED).

### Computing

**Intent:** This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event.

**Hooks from old learning:** Excel (LKS2)

**Skills and Knowledge Components Focus**

I can explain the relevance of data headings  
I can answer questions from an existing data set  
I can ask simple relevant questions which can be answered using data  
I can explain what an item of data is  
I can apply an appropriate number format to a cell  
I can build a data set in a spreadsheet application  
I can explain the relevance of a cell's data type  
I can construct a formula in a spreadsheet  
I can use a spreadsheet to answer questions  
I can explain why data should be organised  
I can apply a formula to calculate the data I need to answer questions  
I can produce a graph  
I can use a graph to show the answer to questions  
I can suggest when to use a table or graph

**Sticky Knowledge:**

Know that computers communicate with other devices (including other computers)  
Recognise input, process, and output in larger computer systems  
Recognise that connections between computers allow us to access shared stored files  
Recognise that internet collaborations can be public or private.

**Key Vocabulary:** Data, Spreadsheet, Formatting, Cell, Formula, Operation

**Subject Composite:**

Children will create and use a spreadsheet to plan an event.

**Impact:**

This unit progresses learners' knowledge of spreadsheets and how to organise tables and cells.

### Music

**Intent:** Children will further develop their listening and appraising skills. They will play the ukulele and glockenspiel and be able to compose and improvise.

**Hooks from old learning:** (Y3/4) To build on previously learnt skills from the charanga scheme.

**Skills and Knowledge Components Focus**

- Show control, phrasing and expression in singing.
- Perform in solo and ensemble contexts.
- Improvise independently with increasing aural memory.
- Compose and perform melodies using four or five notes.
- Know how pulse, rhythm fit together.
- Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, melody, chord, staccato, legato, crescendo).
- Use these words to identify strengths and weaknesses in own and others' music.
- Describe different purposes of music in history/ traditions/ other cultures.

**Sticky Knowledge:**

Bossa Nova originated in South America.

Swing became popular in the 1940s

**Key Vocabulary:**

Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

**Subject Composite:**

Create leitmotifs for Ancient Greek Gods and Goddesses.  
Tell the story of Icarus through Music.  
Compose a rondo.  
Moonrise Kingdom

**Impact:** Children are confident to play an instrument in front of an audience.















