

‘WE WILL FIGHT THEM ON THE BEACHES’

Year Groups: 5/6	Term: Autumn	Theme: WW2
Curriculum Objectives		Links to English and Maths
<p>Art objectives:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and painting with a range of materials <p>Computing objectives:</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting <p>Design & Technology objectives:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Geography objectives:</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>History objectives:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Music objectives:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 		<p>English:</p> <ul style="list-style-type: none"> Diary writing – Anne Frank Letter writing – to and from evacuees <p>Maths:</p> <ul style="list-style-type: none"> Chronology Data handling Fractions – rationing Measure – recipes Communicating in code (Morse code)

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Lesson	Subject/s	Learning Objective	Lesson	Subject/s	Learning Objective
1	History	Can children suggest why it is called a World War? Can children place the Second World War on a timeline? Do children know some of the main leaders, events and dates relating to WW2?	9	Music	Do children recognise some popular WW2 songs? Know who Vera Lynn is and why she was important during the war. Can children suggest reasons why music was important during WW2?
2	History	Can children explain what the Blitz was? Suggest reasons why some places were more likely to be bombed than others. Can children suggest how the bombing could be stopped?	10	Music	Can children use a variety of tuned and untuned instruments to create a composition? Can children record their composition? Can children evaluate their work and suggest areas for improvement?
3	History	Describe some of the ways in which people were protected during the war. Explain why evacuation was used as one strategy to protect children. Can children explain the effects of bomb damage?	11	Geography	Can children identify which continent a country is in? Can children use a map or an atlas to help them find different countries? Can children use different sources of information to find out about a country?
4	History	Can children explain what evacuation was and why it was done? Can children describe some likely feelings and experiences of evacuees? Use words associated with evacuation accurately and appropriately	12	Art	Can children identify the features of WW2 propaganda posters? Can children design their own poster in the style of a WW2 poster? Can children evaluate their work?
5	History	Can children explain some of the causes of rationing? Know which foods were available during WW2 and how much was allowed, on average, per person. Can children compare foods available in WW2 with foods available today?	13	Art	Understand how artists use colour, symbols, texture, etc., to convey meaning and emotions. Can children explore and select ideas to use in their work? Can children produce artwork that demonstrates an understanding of emotions and feelings?
6	D&T	Can children follow a recipe to create a wartime dish? Can children work carefully to follow food hygiene rules? Can children evaluate their work?	14	Art	Can children experiment with a variety of sketching techniques? Can children use the grid method to translate an image? Can children evaluate their work and suggest ways in which they could improve their work?
7	History	Understand that different groups of people had different experiences during the war. Can children describe why Jewish people were targeted by the Nazis? Do children know who Anne Frank was and why she is remembered?	15	D&T / Science	Can children develop their ideas and create a working design? Can children follow a design to make a gas mask and carry case? Can children evaluate their work?
8	Computing / Science / D&T DAY	Know what Morse code was and why it was an important form of communication. Can children decipher letters and phrases in Morse code? Can children communicate using Morse code? Can children construct a working circuit with a buzzer? Experiment with appropriate materials to use for a button/switch that conducts electricity. Can children evaluate their work?	16	RE 6 lesson peripatetic	The experience of Jews in WWII To find out some of the key features of Jewish worship To understand the significance of prayer in Judaism To find out the meaning of Jewish rituals and community To understand how belonging to a faith community affects actions To explore how faith is expressed through worship

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