Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Class 4

Theme: History Detectives – Life for children in World War 2	**Term:** Autumn Term 2 **Year:** One	**Year Groups:** Five and Six
Starting Stimulus	**Visitors and Visits/ Experiences and Events**	**Final Outcomes**
Anne Frank Evacuation Images	Museum of Lancashire	

Subjects	**Key and Procedural knowledge**	
MAIN DRIVER **History**	**Life for children in World War 2** **Similarities and changes** - Use of sources – written, films, visitors. Questioning skills, link to own life – Writing of diaries, reports, 1st person empathy.	**Key Knowledge** **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources** **Key Knowledge:** • Germany invaded Poland September 1, 1939 • Britain and France declared war on Germany (start of WWII) on September 3, 1939 • Rationing was introduced across the UK in January 1940 • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance • The Japanese attacked the US navy in Pearly Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies. • D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) • Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day • The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. • Neville Chamberlain was UK Prime Minister from 1937-1940 • Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 • To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. • To know and explain how and why local landmarks were targeted • Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences) • To gain knowledge of the experiences of children during the war and know that many children from London were evacuated • 90% of all able-bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 1943. **Procedural Knowledge** • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources from heritage project - film clips and interviews of people involved in WW2. • Discuss the sequence of events. leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today. • Write a letter of diary entry from the point of view of someone in WW11 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others. • Present findings from secondary sources guided by their written pieces; perform a sketch portraying the life of an evacuee.

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Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees using primary sources from the heritage project such as : film clips and interviews of people involved in WW2.
Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis.
Use primary (videos of the time, Anne Frank's diary) and secondary sources (pictures and diagrams of objects and things used in WW2 eg ration poster, shelter design) of history to gain the knowledge of the experiences of children living in London during the war. (evacuees)

Vocabulary: Neville Chamberlain, Appeasement, Third Reich, Spitfire, Messerschmitt, Blitzkrieg, Blitz, Winston Churchill, Adolf Hitler, Air raid shelter, Rationing, Home Front, Land Girls, Holocaust
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<tr><td>Art</td><td colspan="2"><u>Drawing and Painting – Line and colour (Sketch Books)</u>

<u>Artist Focus – Edward Ardizzone</u></td></tr>
<tr><td></td><td colspan="2">Key Knowledge:

I know how to apply tone to a drawing by observing light and shadows in a group of objects and explore ways of adding tone to depict this.
I know how to use with confidence, a range of drawing mediums (charcoal, pastels etc) and identify why I have chosen them for a piece of work.
I know how to use one-point perspective effectively.
I know how to observe and add finer details to drawings – landscapes and portraits.
I know how to use a viewfinder confidently to focus on small areas.
I know how to use language appropriate to skills and techniques - pattern, tone, shape, line.
I know how to discuss and evaluate my work and discuss the work of others, often suggesting success and improvement points.
I can show signs of developing my own style using exploration and experiments in sketchbooks.
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<tr><td>Computing</td><td colspan="2"><u>Y6 Web design/ Graphic Design</u>
Use technology purposefully to create, organise, store, manipulate and retrieve digital content</td></tr>
<tr><td></td><td><u>Y5</u>

Can they make a home page for a website that contains links to other pages?
Can they capture sounds, images and video?
Can they use the word count tool to check the length of a document?
Can they use bullets and numbering tools?
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<tr><td></td><td colspan="2">E- safety –

Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?
Do they understand the potential risk of providing personal information online?
Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?
Do they understand that some messages may be malicious and know how to deal with this?
Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?
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<tr><td>Music</td><td colspan="2">Songs of World War 2</td></tr>
<tr><td></td><td colspan="2"><u>Procedural Knowledge</u>

To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2.
To know that the Solfa syllables represent the pitches in an octave.
A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody.
To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
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<tr><td></td><td colspan="2">Football Training/ Gym</td></tr>
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<tr><td>P.E.</td><td colspan="2">

master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
participate in team games, developing simple tactics for attacking and defending

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<tr><td></td><td><u>Procedural Knowledge</u>
<u>Y5</u>

Can they gain possession by working as a team?
Can they pass in different ways?
Can they field?
Can they choose the best tactics for attacking and defending?
Can they use a number of techniques to pass, dribble and shoot?
Can they make complex or extended sequences?
Can they combine action, balance and shape?
Can they perform consistently to different audiences?
Are their movements accurate, clear and consistent?

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<tr><td>Spanish</td><td colspan="2">Spanish Portraits
Grammar

To know that the ending of an adjective often changes according to the gender and number of the noun it describes.
To know that a statement can be made into a question simply by changing your intonation and punctuation, e.g. ¿Tiene ojos azules? ¿Es Ana?

Cultural awareness

To know about the Cubist movement and key Cubist artists in Spain.

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<tr><td>P.S.H.E.</td><td colspan="2">1decision -
Feelings and emotions

Computer Safety

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<tr><td>R.E.</td><td colspan="2">

Islam– Year 5
Where can people find guidance on how to live their lives?
What do religious texts and teachings say about God and human lives?
practices, beliefs, ideas, feelings and experiences. (B&V LRT)
Explain what inspires and influences them, expressing their own views whilst respecting other people’s. (SPM).
To analyse religious information and begin to develop their own opinions (B&V, SPM).
Ask important questions about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments).
Compare different viewpoints within a faith group. (SHE, B&V, SPM)

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<tr><td>Cross-curricular writing opportunities</td><td colspan="2">Historical reports

Narrative – Writing from the perspective of evacuees

Poetry Links - War songs/ Propaganda

Autobiography – Anne Frank</td></tr>
<tr><td>Cross-curricular maths opportunities</td><td colspan="2">Comparisons and sorting

Measuring distances

Timelines</td></tr>
<tr><td>English Units</td><td colspan="2">Narrative text: Historical fiction- Goodnight Mr Tom</td></tr>
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Non Fiction: Autobiography