

Key Vocabulary

propaganda
blitz
evacuation
evacuee
Morrison Shelter
Anderson Shelter
Doodlebug
victory
Judaism
allies
National Socialists
rationing
Treaty of Versailles
persecution
Holocaust
discrimination
prejudice
segregation
identity cards
black market
economy
shilling
copper
mangle
posser
siren
air raid
precaution
officer
gas mask
blackout
declaration
abdication
monarchy



Key questions for this area of learning:

What were the reasons for World War I?
How did this influence World War II?
How did Britain prepare for war?
What would an evacuee experience during WWII?
What would it feel like being a Jewish person during these times?
What is propaganda? How was it used?
How were families affected during the war?
How is 1940s Europe different to 2010s Europe?
How was life different in 1930s Britain compared to the 2010s?

Key people studied:

Neville Chamberlain
Winston Churchill
Adolf Hitler

Art skills and learning:

Pablo Picasso
Abstract portraits

Enrichment/places to visit

Eden Camp
Make do and mend day
Evacuee Day
Holocaust Centre

Science key area of learning:

Forces

History Skills and learning:

World War II

Negative/ positive impact of war on contemporary society.

Select organise, summarise and present relevant information from a wide range of sources.

Make connections, draw contrasts and identify trends to improve historical perspective.

Describe how their own lives have been influenced by individuals or a movement.

Science working scientifically skill development:

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Key areas of maths learning:

Decimals
Percentages
Measures

Topic links to maths learning:

Code breaking
Line graphs
Area
Measures

Key areas of English learning:

Diaries
Newspapers
Explanation texts
Poetry
Speeches
Information texts

Topic links to English Learning:

Guernica
The Blitz

Design and technology skills and learning:

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. (e.g. Anderson shelters)

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (e.g. make do and mend)

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.

Religious Education

Making a difference in the world – This unit enables pupils to investigate poverty, the lives of some children in the world, and some recent campaigns to overcome poverty. The question is raised about what is being done by charities, which initiates the pupils' task of investigating Christian and Muslim charities and producing a presentation in an ICT or another creative format to show their findings.

Jewish celebrations and family life: This unit enables pupils to recall and be introduced to more Jewish artefacts, for instance the mezuzah and tallit, and to investigate their importance in the homes of Jewish families. A Shabbat experience is enacted, and Kosher food, rest and recuperation are explored. Other important Jewish traditions, ceremonies and celebrations, such as the Jewish naming ceremony, Bar and Bat Mitzvah and Jewish weddings, are also investigated.

Computing skills and learning:

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography skills and learning:

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Carousel:

The children are taught Spanish, Drama and Music by specialist teachers every week.

The drama and music are linked to the topic, where possible.



Physical Education skills development and activity:

Basketball

High 5

Skiping

Parkour

Gymnastics

Circuit training

PSHE development:

Tolerance through exploring different races, faiths, cultures and beliefs.

Understanding and empathising with people in a different time of history.