

Topic: World War II

Year: 5/6

Term: Autumn 2022

Religious Education

Intent: Autumn 1: What does it mean to believe that God is Holy and Loving?

Intent: Autumn 2: Why do Christians believe that Jesus is the Messiah?

Autumn 1: Implementation

- To identify different types of biblical texts, using correct terminology.
- To explain connections between biblical texts and Christian ideas of God, using theological terms.
- To show how Christians put their beliefs into practice in worship.
- To weigh up how biblical teachings about God as holy and loving might make a difference in the world today.

Composite Outcome: Children will create a leaflet of their knowledge to teach about their understanding.

Impact: Children gain an understanding of how not all Christians agree on what God is like but that they try to follow in his path and the ways that this may make a difference in the world. Children will be able to make applications to their own lives.

Autumn 2: Implementation

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible and identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Composite Outcome: Children will write a script of a dinner conversation about Christmas plans amongst Christians and non-Christian friends.

Impact: Children will have gained a clear idea of the terminology of incarnation and Messiah and how to apply knowledge to their own situations and the world today.



Together, we can achieve and succeed with God by our Side.

Termly Values:

Autumn 1: RESPECT

Autumn 2: COMPASSION

History

Intent: To learn about the events leading up to, the significant events and people involved in WWII and how it ended.

Autumn 1 and 2: Implementation

- To show an understanding of why WWII started and some of the major events leading up to the Battle of Britain.
- To gain an understanding of the idea of rationing food and the 'Dig for Victory' campaign.
- To gain knowledge about the Blitz and Air Raids.
- To understand who Anne Frank was and about her life.
- To learn about the Holocaust and the persecution of the Jews.
- To gain understanding about the events leading up to the D-Day landings.
- To understand the role of the French Resistance.
- To understand about the events leading up to the end of the second world war and the death of Hitler.

Composite Outcome: Children will create a museum-style exhibition for parents to show their learning.

Impact: Children will have a deep knowledge about the events leading up to World War II, the significant figures involved and the effects.

Computing

Intent: Coding/Programming. To predict, modify, investigate and make codes.

Autumn 1 and 2: Implementation

- To review existing coding knowledge.
- To begin to be able to simplify code.
- To create a playable game.
- To understand what a simulation is.
- To program a simulation using 2Code.
- To know what decomposition and abstraction are in Computer Science.
- To take a real-life situation, decompose it and think about the level of abstraction.
- To use decomposition to make a plan of a real-life situation.
- To understand how to use friction in code.
- To begin to understand what a function is and how functions work in code.
- To understand what the different variable types are and how they are used differently.
- To understand how to create a string.
- To begin to explore text variables when coding.
- To understand what concatenation is and how it works.

Composite Outcome: Children will create their own programme from scratch.

Impact: Children will become confident in understanding what code is, how to predict it, modify it, investigate it and create their own code.

Geography

Intent: To use compass and grid references to confidently identify places in the UK and wider world.

Autumn 1 and 2: Implementation

- Locate on a map the countries that were involved with WW2.
- Fact files about country.
- Use eight points of a compass, four and six figure grid reference, symbols and keys to build their knowledge of the United Kingdom and the wider world.
- Reinforce countries of the world and major cities.

Composite Outcome: Children will create a time capsule box with a map using the knowledge they have gained.

Impact: Children will become confident in using the skills learned to read, create and follow maps in a variety of settings.

Science

Intent: Autumn 1: LIGHT. To develop understanding of how we see, shadows, reflection and refraction.

Autumn 2: LIVING THINGS AND THEIR HABITAT. To learn about the classification of living things, including micro-organisms.

Implementation: Autumn 1:

- To know that light appears to travel in straight lines.
- To explain that objects are seen because they give out or reflect light into the eye.
- To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- To explain why shadows have the same shape as the objects that cast them.
- Testing materials for black-out.
- To understand reflection and refraction.
- To explore the colour spectrum.
- To plan, predict and carry out investigations.

Composite Outcome: Children will investigate the best way to create a black-out using different materials.

Impact: Children will have a sound understanding of light, how we see, shadows, reflection and refraction.

Implementation: Autumn 2:

- To describe the life processes of reproduction in plants and animals.
- To describe the life cycle of a mammal and the differences between the life cycle of an amphibian, a mammal and an insect.
- To sort, group and classify animals using the Linnaeus system.
- To name types of organisms.
- To place animals into given groups using certain characteristics.
- To set up an investigation into harmful characteristics.

Composite Outcome: Children will design their own micro-organism using given characteristics.

Impact: Children will have a secure knowledge of the classification of living things including micro-organisms.

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Termly Values:

Autumn 1: RESPECT

Autumn 2: COMPASSION

PSHE/SCARF

Intent: Autumn 1: ME AND MY RELATIONSHIPS. To develop an understanding of appropriate, healthy and unhealthy relationships and ways to manage them.

Autumn 2: VALUING DIFFERENCE. To learn about diversity, prejudice, tolerance and respect and apply it to their own lives.

Implementation: Autumn 1:

- To explain what is meant by the terms negotiation and compromise and devise strategies for problem solving.
- To reflect on their own friendship qualities.
- To identify risk factors in a given situation.
- To identify characteristics of passive, aggressive and assertive behaviours.
- To describe the ways that people show their commitment to each other.
- To recognise appropriate, inappropriate and illegal touching.

Composite Outcome: Children complete the end of unit assessment.

Impact: Children will use knowledge gained to maintain and manage healthy relationships and will know strategies for helping when things are difficult..

Implementation: Autumn 2:

- To learn what makes a good friend.
- To develop an understanding of discrimination, injustice and prejudice and how to challenge it.
- To learn about the benefits of living in a diverse society.
- To demonstrate ways of offering support to someone who is being bullied.
- To learn about our British Values.

Composite Outcome: Children complete the end of unit assessment.

Impact: Children will apply their knowledge to their own friendships and will be confident in how to tackle these situations in real life.

PE

Intent: Autumn 1: Dance. To create and perform a dance on the theme of World War II.

Intent: Autumn 2: Gymnastics. To develop skills in lifting, lowering and meeting and parting a partner.

Implementation: Autumn 1

- To develop a dance motif using pictures/video as a stimulus.
- To develop a dance sequence with a partner.
- To play an effective role in a story-telling sequence.
- To practice and refine a dance based on World War II.
- To perform our dances.

Composite Outcome: Dances are performed, recorded and appraised.

Impact: Children will be confident in composing and performing dances and will be in a good position to achieve GOLD.

Implementation: Autumn 2

- To find large points of support (balances) and lift other points high.
- To find small points of support and lift other points high.
- To travel with parts lifted high.
- To travel with partners together and apart.
- To link low and high travelling movements.
- To create a sequence with a partner.
- To practice and perform their sequence.
- To comment constructively on other performances.

Composite Outcome: Sequences are performed, recorded and appraised.

Impact: Children will be confident in composing and performing their sequences and will be in a good position to achieve GOLD.

Music

Intent: Autumn 1: CLASSROOM JAZZ 2. To listen to , appraise, improvise and perform and performing World War II songs

Autumn 2: YOU'VE GOT A FRIEND. To listen to , appraise, improvise and perform and performing World War II songs

Implementation: Autumn 1:

- To describe the style indicators of the song/music.
- To describe the structure of the song.
- To identify the instruments/voices they can hear.
- To talk about the musical dimensions used in the songs
- To perform using tuned and percussion instruments and voices.

Composite Outcome: Children work individually and in pairs and groups to perform using instruments and improvisation.

Impact: Children will be able to discuss, appraise and perform with confidence and increasing skill.

Implementation: Autumn 1:

- To describe the style indicators of the song/music.
- To describe the structure of the song
- To identify the instruments/voices they can hear.
- To talk about the musical dimensions used in the songs
- To play instrumental parts with the music by ear using key notes.
- To improvise using key notes.
- To perform and share.

Composite Outcome: See Autumn 1.

Impact: See Autumn 1.

Spanish

Intent: To revise and refresh prior learning and embed new vocabulary.

Implementation:

- To and recognise question words.
- Be able to recite the five times tables in Spanish.
- To be able to tell the time in Spanish.
- To name and say breakfast foods and what they like for breakfast.
- To express likes and dislikes.
- To learn to read and use the verb desayunar.
- To learn and use the term a comer meaning to eat and to discuss their lunch.
- To build sentences orally and in writing.

Composite Outcome: Children will prepare, eat and discuss a Spanish meal using the vocabulary and sentences learned.

Impact: Children will become more confident in listening and repeating Spanish words and phrases and be able to use vocabulary learned in sentences.

Art

Intent: To study what propaganda was and why it was used during World War II.

Implementation:

- To study examples of WWII propaganda artwork/posters.
- To design and create posters for a specific cause based on the artwork studied.
- To explore, investigate and replicate the techniques used in propaganda artwork, using their own creative twists.

Composite Outcome: Children will add an art gallery section to the museum-style exhibition for parents to show their learning.

Impact: Children understand how propaganda impacted on people's emotions during World War II and how their choices of technique and materials reflect this.

DT

Intent: To develop skills in designing and making using the stimulus of Anderson/Morrison shelters.

Implementation:

- To research what Anderson/Morrison shelters were and why they were used.
- To look at specific features, their uses and materials.
- To design an Anderson/Morrison shelter individually, in pairs or small groups.
- To consider and plan for the tools and techniques they will use.
- To consider and plan for the method they will use.

Composite Outcome: Children design, build and evaluate a replica of an Anderson/Morrison shelter.

Impact: Children's design and technology skills are improved and their confidence in using a range of tools and techniques for a specific purpose is increased.