

Year 5&6: WWII Abroad



Essential Learning:

Enquiry Driver:
Britain's "finest hour"?

By the end of this topic, you will have learned:

- When WWII began (placing the dates on whole school and class timeline)
- Why WWII began - as a result of Adolf Hitler annexing countries around Germany, followed by the invasion of Poland in 1939 & why Britain became involved
- Which countries were the Allied countries and which were the Axis countries and who some of the political leaders were
- To learn about the experiences of Jewish children during the war and that wars created many refugees
- About the experiences of Anne Frank and why she is remembered
- About some of the various battles that took place through western Europe

Chronology

Make connections between periods of history

Continuity and Change

Explain change and continuity across and within periods of history

Cause and Consequence

Analyse and explain the results of historical event, situations and changes

Historical Vocabulary

Interpret historical language in the context of concepts and questions linked to periods of history

Perspectives and Interpretations

Explain how and why different historical viewpoints and interpretations have been constructed

Similarities and Differences

Analyse the diverse experiences, beliefs and attitudes of people in past societies

Prior Learning: Children will have studied Romans, Anglo-Saxons & the Vikings in Y3/4 and should know some reasons why countries invade other countries. Propaganda art in Autumn Term

Curriculum Enrichment:

Visit to the Heritage Centre to look at items from the WW2 era

Key Vocabulary: Dictator, invasion, Allies, Axis, annex, Hitler, Nazi, treaty, anti-Jewish/ Antisemitism, propaganda, persecution, discrimination, concentration camp, gas chamber

Skills/National Curriculum Links

History

NC: Pupils should be taught to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (...including the battle of Britain)

Children should:

- Place events, people and changes into correct periods of time.
- Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied.
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade
- Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers.
- Recognise social, cultural, religious and ethnic diversity of societies.
- Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them.
- Select and combine information from different sources.
- Recall, select, organise and communicate historical information in a variety of ways.

Key questions:

Can children suggest why it is called a World War? Can children place WWII (start, end and key events) on a timeline? Can children state who was part of the Axis and Allied force? Can children name some of the main leaders, events and dates relating to WWII?

Do children understand that different groups of people had different experiences during the war? Can children describe why Jewish people were targeted by the Nazis?

Who was Anne Frank and why she is remembered?

Can children name some of the famous battles during WWII?

Resources:

<https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zgtmm39>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>

Science

NC: Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Light

Children should:

- Select and plan the most appropriate type of scientific enquiry to answer specific questions.
- Make predictions based on scientific knowledge and understanding.
- Carry out a range of scientific investigations.
- Recognise and control variables where appropriate during investigations.
- Identify scientific evidence that has been used to support or refute ideas.
- Take measurements using a range of scientific equipment with accuracy and precision.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT.
- Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions.
- Present reports of findings in written form, displays and presentations.
- Use test results to make predictions and set up further comparative and fair tests.

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

Download this from Shared Drive for your unit

- ✓ Sort objects into light sources or not
- ✓ Detailed diagram to show how light travels in straight lines

Geography

NC: Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Children should:

- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes.
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways.
- Use appropriate geographical vocabulary to communicate in a variety of ways.

Use maps and atlases to locate the countries involved in WWII:

Look at an older map of Europe and locate Austria, Germany, Czechoslovakia & Poland. Compare to modern day map explaining the Czechoslovakia is now two countries: Czech Republic and Slovakia.

Map work involving identifying the Allied Forces and the Axis Power

- ✓ Short explanation text about how objects are seen – include a labelled diagram of the eye

[How does the eye detect light? - BBC Bitesize](#)

Working Scientifically

Explore different ways to demonstrate that light travels in straight lines e.g. shining a torch down a bent and straight hose pipe, shining a torch through different shaped holes in card.

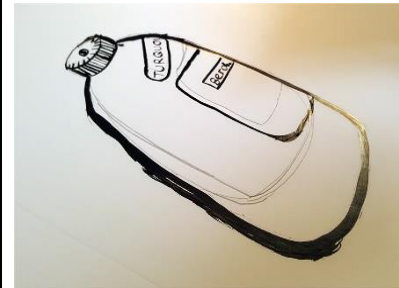
Art

NC: Pupils should be taught to:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Using inks to create observational images of wartime products. Colour mixing inks, shade, tone, depth and texture.

Link it to WW2 products that were on sale at the time.



[Graphic Inky Still Life](https://www.accessart.org.uk/still-life/)

<https://www.accessart.org.uk/still-life/> - still life ink drawings of WW2 artefacts

<https://www.tes.com/teaching-resource/ink-art-technique-11371434>

Music

NC:

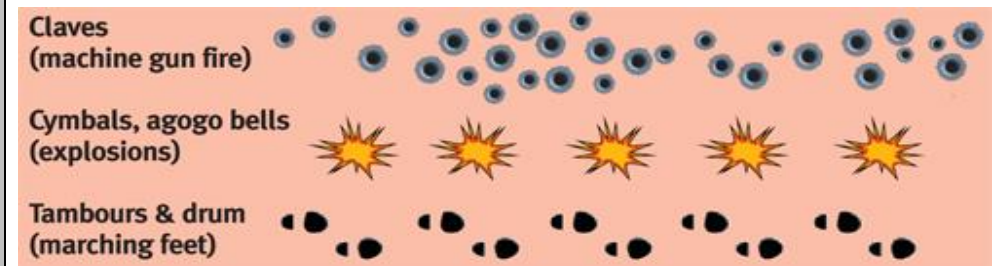
- improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations

Create a Blitz composition with notation

World War 2 – Compose a wartime soundscape Think about the sounds that would be heard during an air-raid: gunfire, sirens, explosions, falling masonry, people calling out, soldiers marching etc. What instruments, objects or body parts could represent these sounds?

In groups, compose a short piece called 'Air-raid'. How will it start? What mood do we want to create? What rhythms will you use? What sounds could represent machine-gun fire? What about dynamics, tempo and pitch? How will it end?

Use a 'graphic score':



The music could be based on any sounds associated with wartime: ammunition factory machinery, trains taking evacuees away from bombing raids or countryside noises so unfamiliar to London children.

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-sounds-index/z4b4bdm>

Computing/ICT

PSHE

- **NC:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web

Bletchley Park - Code breaking & password hacking

Research the History of Code Breakers on the following website: -

<https://bletchleypark.org.uk/our-story/who-were-the-codebreakers/>

Resources: -

<https://code.org/>

<https://www.twinkl.co.uk/search?q=code+breakers>

<https://apps.apple.com/us/app/quadrati-a-code-breaker/id926197461>

Pupils should be taught to: -

- Use repetition* and selection* in programs.
- Use variables* in programs.
- Design and create programs using decomposition.
- Design programs to accomplish specific tasks or goals.
- Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.
- Use procedures in programmes...
- Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.
- Use programming software to create simulations.

Spring 1

Money and Commitment – 6 lessons

Value – Honesty

Mathematics Link (Y5 National Curriculum) *Solve problems involving money using decimal notation.* English Link (Y5&6 National Curriculum) *Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]; Use dictionaries to check the spelling and meaning of words; Use a Thesaurus.*

Being assertive (Y5)

LO: Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. (Statutory)

Happy being me (Y5)

LO: Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. (Statutory)

Don't force me (Y6)

LO: Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. (Statutory)

What's it worth? (Y6)

LO: Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into

| | | |
|---|--|---|
| | <p>producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>.</p> <p>Jobs and taxes (Y6) LO: Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.</p> <p>Action stations! (Y6) LO: Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. (Statutory)</p> | |
| Cross-curricular Maths: | RE | |
| | <p>Islam</p> <p>What is Hajj and why is it important to Muslims?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • The Ummah • Hajj | <p>Christianity</p> <p>(Jesus) Why do Christians believe Good Friday is 'good'?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Holy week • The Eucharist • Denominational difference |
| English Focus 1 | English Focus 2 | |
| <p>Class Novel: 'The Boy in the Striped Pyjamas'</p> <p>Film Narrative: 'The Piano' (3 weeks) Stories with flashbacks</p> <p>Reading Phase: Shared reading of the visual text <i>The Piano</i> by Aidan Gibbons. Begin to form opinions of the text through paired responses to the film on a puzzles grid (likes, dislikes, patterns and puzzles). Look for and identify any patterns in the narrative. <i>What</i></p> | <p style="text-align: center;">Journalistic Writing</p> <p style="text-align: center;">News reports – newspaper and radio broadcasts (3 weeks)</p> <p>Reading Phase: Read a range of newspaper reports – linked to war if possible Analyse key features and text mark/highlight. Key features: big, bold headline (Y6 look at play on words) 1st paragraph 4 w's: what, who, when, where, opinion</p> | |

| | |
|--|--|
| <p><i>questions does the film leave unanswered?</i> Use a 'zones of relevance' activity to explore the mood and atmosphere of the short film. Use evidence from the film to justify vocabulary choices.</p> <p>Gathering content: Widen understanding of the main characters through the use of drama techniques to review the characters' behaviour and feelings. Hotseat the main characters of the film to investigate relationships and motives and help to form opinions of the characters. Record thoughts and opinions of the film and the characters through first-person writing EG diary entries, role on the wall & thought tracking. investigation of characters' thoughts and feelings. Write thought bubbles and explore how feelings might change at different points in the narrative. Using understanding of the characters' feelings, plot emotions on a mood graph.</p> <p>Short writing opportunities: diaries, short conversation/use of dialogue between two characters. Use digital images and speech bubbles to support composition.</p> <p>Speaking and Listening: Freeze-frames, hot seating, thought tracking, orally rehearse sentences and narrative to match the scenes.</p> <p>Writing Phase: Create a class storyboard to help structure written and oral outcomes. Model orally retelling the narrative, using the story board to support. Discuss with children what was successful about the retelling and identify how this could be used to support writing. Add notes to the story board to act as prompts when writing. Build up retelling of the story as a written narrative to move alongside the film. Model how to transition from the modern day to the three flashback memories. Rehearse reading aloud and edit to fit with each scene.</p> <p>Speaking and Listening: Freeze-frames, hot seating, thought tracking, orally rehearse sentences and narrative to match the scenes.</p> <p>Performance: Read aloud to an audience the backstory flashback narrative alongside the film playing quietly.</p> <p>Grammar: Main, subordinate, relative clauses & complex sentences, dialogue, commas around clauses</p> <p>Guided Reading: Linked to class novel</p> <p>Cross-curricular writing: Biographies of world leaders involved in WWII</p> | <p>disguised as fact/bias, how and why facts, eyewitness quotes, direct and reported speech, past tense, chronological order, picture with captions, reorientation into present tense at the end.</p> <p>Listen to radio news broadcasts from WWII https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-news-index/z6tst39</p> <p>Gathering Content: Use drama to report 'live' from a war scene. Speak to eye-witnesses and link this to written reports and the key features. Research pictures linked to the battle they will write about</p> <p>Short writing opportunity: Write a short radio broadcast/announcement</p> <p>Speaking and Listening: listen to some broadcasts from the 2nd world war</p> <p>Writing Phase: Plan ideas for headlines. Use Pie Corbett's 'Box it up' for the planning of each paragraph. Practise sentences in pairs using the key grammar skills.</p> <p>Newspaper report on a battle fought in WWII</p> <p>Independent Write: Newspaper report linked to a different battle in WWII</p> <p>Guided Reading: Guided Lit Shed+ Stage 5 WWII</p> <p>Grammar: Time conjunctions, WHITEBUS – subordinating conjunctions, reported and direct speech</p> <p>Cross-Curricular Writing: Diary writing linked to the diaries of Anne Frank</p> |
| <p>Global Links: Antisemitism To know some reasons why wars occur</p> | <p>Local links: Visit Carnforth Heritage museum</p> |

To know where current wars are taking place in the world in including the recent Russian invasion of Ukraine & current refugee crisis