

Year 5&6: WWII Home



Essential Learning:

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

Enquiry Driver:
How was Britain affected by WWII?

- What the 'Blitz' was, facts about The Battle of Britain' and which areas were most likely to be affected
- About the effects of air raids and the causes of evacuation
- How children in rural areas and cities were affected by the war - making comparisons
- What rationing was, why it was necessary and how it impacted on people's lives
- How and why WWII came to an end

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.

Curriculum Enrichment:

Build an Anderson Shelter
WWII theme day – including food feast

Key Vocabulary: Blitz, Battle of Britain, evacuee, rationing, air raid siren/shelter, Winston Churchill

Skills/National Curriculum Links

History

NC: - 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:

What was the Blitz? Can children suggest reasons why some places were more likely to be bombed than others?

Can children describe some of the ways in which people were protected during the war? Can children explain why evacuation was used as one strategy to protect children?

Can children explain the effects of bomb damage?

What was evacuation and why it was done? What were some likely feelings and experiences of evacuees? Can children use words associated with evacuation accurately and appropriately?

Resources:

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

<http://www.primaryhomeworkhelp.co.uk/Britain.html>

<https://www.dkfindout.com/uk/history/world-war-ii/>

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.

Geography

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.
- Take measurements using a range of scientific equipment with accuracy and precision.
- Decide when observations and measurements need to be checked, by repeating, to give more reliable data.
- 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.
- 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

Exploration – Making a periscope and investigating how it works by reflecting light between mirrors.

- ✓ Explore the uses of the behaviour of light, reflection and shadows, such as in **periscope design**, rear view mirrors and/or shadow puppets.

<p>Submarines became powerful forces of action in WWII as they had the ability to hide beneath the surface of the sea, yet still attack ships and boats as they sailed with precious cargos either of provisions or fighting men and their equipment. In order to see where their target was they used periscopes. This was also true of the soldiers who were in the trenches who used periscopes to watch the enemy.</p> <p>Using the fact that light reflects away from a mirror at the same angle that it hits the mirror, children follow a set of instructions to design and make a periscope to look around corners. See STEM activity resource sheet</p>	
<p style="text-align: center;">DT</p> <p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - investigate and analyse a range of existing products 	<p>Art</p>
<p>Children should:</p> <ul style="list-style-type: none"> - Explore alternative ways of making their product, if first attempts fail. - Check work as it develops and modify as necessary - Evaluate their products, identifying strengths and areas for development, and make appropriate changes - Generate and clarify ideas for products, considering intended purpose. - Plan what they have to do, suggesting a sequence of actions and alternatives if needed. -Choose how to communicate design ideas as they develop, considering use and purpose. - Select from a wide range of tools and equipment to perform practical tasks accurately. <p>Research, investigate and analyse a range of historical and existing products to design savoury war time, under rationing, dishes that are appealing to consumers.</p> <p>https://www.pontefractacademiestrust.org.uk/wp-content/uploads/2020/12/DT-2.pdf</p>	



<https://the1940sexperiment.com/100-wartime-recipes/>

Computing/ICT

NC: 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.
- Understand the opportunities computer networks offer for communication and collaboration.

Online relationships

Online bullying

Pupils should be taught to:-

- Locate and respond appropriately to the terms and conditions on websites.
- Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct.
- Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.
- Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.
- Use electronic communication and collaboration tools safely.

Follow the following link for resources and lesson plans: -

[Search and Access Resources](#) ▶ [Strand](#) ▶ [Online Bullying](#) | [ProjectEVOLVE](#)

PSHE

Change and Difference – 6 lessons

Value – Self-Belief

English Link (Y5&6 National Curriculum) *Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.*

Give and take (Y5)

LO: Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. (Statutory)

Fact or opinion? (Y5)

LO: Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. (Statutory)

Dear Hetty (Y5) (Topic Link – evacuation)

LO: Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.

Decision dilemmas (Y5)

LO: Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.

[Helpful or unhelpful? Managing change](#) (Y6)

LO: Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. (Statutory)

[Tolerance and respect for others](#) (Y6)

LO: Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. (Statutory)

Topic PSHE – Bullying - To learn about pacifism and the concept of peace

Fighting is a common problem, whether in school or at home. It can be both verbal (in the form of arguing) and /or physical. Pupils are to consider the last time they were involved in a fight of some kind and are to share their experience with a partner. Can they work out with their partner what was at the root problem that caused the fight? Greed? Pride? Jealousy? Something else? They are then to use their experiential knowledge to produce an advice leaflet for a younger child, encouraging them not to fight and providing strategies for them to use to help avoid fights, whether verbal or physical.

Cross-curricular Maths:

Music

NC: Pupils should be taught to

- listen with attention to detail
- sing with increasing confidence and control.
- improvise and compose music for a range of purposes using the inter-related dimensions of music

Songs of peace

Learn how music was used in wartime to boost morale and keep spirits up 'White Cliffs' & Vera Lynn. Class performance (teach some children the chorus on the keyboards/Garageband Ipad, some children the chords on the glocks and the rest of the children sing.

Compose a wartime song using the elements of music & notation

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx>

<http://www.primaryhomeworkhelp.co.uk/war/songs.htm>

<https://childreninww2.wordpress.com/music-ww2-songs/>

English Focus 1

Class Novel:

'Letters From a Lighthouse' by Emma Carroll (4 weeks)

[Letters from the Lighthouse by Emma Carroll 9-11 - Unit Overview.pdf](#)

Reading Phase: Look at the idea of foreshadowing, considering how the author uses words, phrases and structure to hint at what may happen.

Gathering content: Role play, role on wall different characters, group diary writing

Grammar: How characters can be developed through the use of dialogue. Use of inverted commas.

Short writing opportunity: character description, diary, postcard

Writing Phase: Chapter in role from a character point of view considering what a character may be hiding and their possible motives, based on inferences made from the text. Letter from evacuee to home.

Whole class guided reading: Use Vipers discussion guide for each chapter as it is read through the unit

Cross-curricular writing:

Diary of evacuee

Non-chronological reports around the history objectives

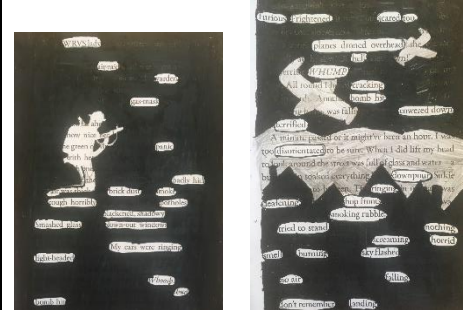
Speaking and listening: Monologues – perform out loud as an evacuee (thought tracking)

Global Links:

Advocates for peace

English Focus 2

Blackout Poetry (2 weeks)



<https://www.twinkl.co.uk/teaching-wiki/blackout-poetry>

Reading Phase:

Gathering Content: After listening and performing some wartime poems (using WWI and WWII) pick out key words and phrases that have an impact on the reader.

Speaking and Listening: Listen to war poetry and learn war poetry by heart

Writing Phase: Model how to use a war poem to pick out key words, phrases and create war pictures (soldiers, tanks, gun, bomber plane etc) Children work in pairs to create their first draft

Independent Write: Children use a poem they have found from independent research and create their final version of blackout poetry based around a war theme.

Guided Reading: From Flanders Field and Other Poems

Cross-Curricular Writing:

Persuasive adverts – women to work/men to join up, 1930s & 1940s propaganda posters <https://www.pbs.org/opb/historydetectives/educators/lessonplan/wwii-the-art-of-persuasion/>

Local links:

What was our local area like in WWII and how were people's lives affected?