

A Child in World War 2

Historical, geographical and social understanding.

L1 How societies have been organised and governed in different ways and at different times.

I can understand the difference between democracies and dictatorships especially the impact of Nazi rule on Europe.

L2 – To distinguish between fact and opinion and make choices about sources of on- line information to find out about communities, locations and events.

I can consider evidence and distinguish between fact, belief and opinion.
I can suggest reasons for different interpretations of events.
I can use the internet to research World War Two.

L6- That communities and the people within them are diverse, changing and interconnected.

I can identify countries by their shape and obtain information from secondary sources.
I can locate where the countries of the Allies and the Axis are on a map
I can place key WW2 events in order
I can list some reasons for the outbreak of World War Two.
I can write questions about images and suggest ways of finding the answers.
I can locate where the countries of the Allies and the Axis are on a map

L7- To consider how people can live and work together to benefit their communities.

I can use books, Internet, video clips and photographs to explain how and why, 'Anderson', 'Morrison' and other shelters were made and used.
I can Look at a variety of sources to investigate what evacuation was like for those who went through it and why children were evacuated and how the system worked.
I can use different sources of evidence to find out as much about the blackout as possible.
I can explain why rationing was introduced and that it was a major change for the people of Britain.
I can use secondary sources to explain why propaganda posters were produced.
I can record in a variety of ways using dates and historical terms.
I can write descriptions of what the Blitz was and where and when it took place and strategies to stop the air raids.

L12. The characteristic features of and changes within two key periods of history that were significant to the locality and the UK.

I know about the features of life on the Home Front during World War 2.

L14 To understand the broad chronology of major events in the UK, and some key events in the wider world, from Ancient Civilizations to the present day and to locate within this the periods, events and changes they have studied.

I can place key World War 2 events in order.

Additional statements:

I can show a sense of chronology by sequencing major periods within history from Ancient Greece to the present day

Understanding the arts

L2- The diverse roles of the arts within the cultures of their locality and the wider world

I can look at and discuss a range of painting by three different European artists .

I can use a variety of source materials.

L3- To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts.

I can use a camera to explore, develop and improve my composition.

L4- To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas.

I can select media and techniques to produce a painting.

I can investigate techniques in my sketchbook such as: a range of tones, texture, highlights and shadows

I can use a wide variety of dry media: charcoal, chalks, pastels, soft pencils etc.

I can make different marks with dry and wet media.

I can design a picture in the style of the artist studied.

Design and technology - Shelters

M6 - To apply knowledge and understanding when designing and making products using construction materials.

I can use information from a number of sources, including ICT-based sources to investigate World War Two shelters.

I can generate ideas by gathering and using information.

I can produce step by step plans.

I can use labelled sketches to communicate the details of my designs.

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M7 - To use a variety of methods to explore design alternatives and to test fitness for purpose of materials, components and techniques.

I can select appropriate Materials, tools and techniques for making a World war Two shelter.

I can measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately to make a World war Two shelter.

I can reflect on my designs as these develop, bearing in mind the purposes for which the product is intended.

I know how materials are combined to create more useful properties.

Discrete

Scientific and technological understanding

L9 – To investigate and explain the effect of changes in electrical circuits.

I can suggest ways of changing the brightness of a bulb in a circuit.

I can draw circuit diagrams using conventional symbols

I can construct circuits from circuit diagrams.

I can use my knowledge of electrical conductors and insulators to answer questions about circuits.

I know what a series circuit is.

I can explain how changing the number and type of devices in a series circuit affects what happens.

I can interpret complex circuit diagrams.

I can construct a series circuit bases on symbol diagrams.

I can explain clearly why a circuit will or will not work.

I can create a parallel circuit.

I can use circuit symbols to draw diagrams of parallel circuits.

L 10 – To investigate the properties and behaviour of sound in order to describe and explain familiar effects.

I know that sounds are produced when objects vibrate.
I can suggest ways of changing the pitch and loudness of sound made by musical instruments.
I know that sound can travel through solids, water and air.
I can describe how to raise or lower the pitch of a musical instrument or object.
I can identify what is vibrating in a range of musical instruments.

L 10 – To investigate the properties and behaviour of light in order to describe and explain familiar effects.

I know that when light is blocked by an opaque object a shadow is formed.
I know that reflections can be seen in shiny surfaces.
I know that objects cannot be seen in complete darkness.
I understand that light travels from a source.
I know that light sources are seen when light from them enters the eyes and can draw arrows to show this.
I can explain the difference between shadows and reflection in terms of the path of light.
I know that light travels in straight lines and can only be reflected to change directions.
I know how shadow changes when close or far from light sources.
I can explain how shadows are formed using the correct language.

Christian Celebrations

Epiphany

I can say what Epiphany means
I can talk about how Epiphany is celebrated in other countries

Patron Saints

I can name the Patron Saints of the United Kingdom
I can discuss stories and legends surrounding each Patron Saint
I can name symbols associated with each of the countries
I can talk about some of the customs related to each of the Saints' Days

Lent and Easter

I can compare and contrast Lent and fasting in other religions
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I can talk about the main events of Easter
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I can talk about customs and traditions associated with Easter
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Speaking and Listening Opportunitites

5R's: Reflective, Relationships, Resiliant, Resourceful, Risk Taking

PSHE

Inquire, Research, Investigation