

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: World War II		Autumn term	Year Group: Year 5
British Values/Rights: Respect / Individual liberty / Democracy / Tolerance Article 12, 13, 17, 28.			
Visits/Visitors: Cosford (2 workshops)			
Wow Starter: Art activity - Silhouette			
<p>Art: Final outcome: Silhouette / Propaganda Posters Knowledge: To create a Battle of Britain Skyline using a range of mediums and skills. To design a propaganda poster. Skills: Demonstrate a secure knowledge about primary & secondary, warm & cold, complementary & contrasting colours. Create imaginative work from a variety of sources. Use a variety of source material for their work. Work in a sustained & independent way from observation, experience & imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour & shape.</p>	<p>DT: ROTARY CLUB WORKSHOP Final outcome: ROTARY CLUB WORKSHOP TECHNOLOGY CHALLENGE Knowledge: Design and Make a bridge using certain criteria. Skills: Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes. Suggest alternative methods of making if the first attempt fails. Select appropriate tools, materials and techniques for making their products. Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. Know how to reinforce and strengthen a 3D framework. Evaluate a product against the original design specification. Evaluate their product personally and seek evaluation from others.</p>	<p>History/Geography: Knowledge: A study beyond 1066. Focus: World War II Skills: Know and Sequence key events of time studied. Use relevant terms and period labels. Use evidence to build up a picture of a past event Record, select and organise historical information. Communicate their knowledge and understanding Select relevant sections of information. Use the library and internet for research with increasing confidence. Study different aspects of different people Make comparisons between different times in the past. Compare an aspect of life with the same aspect in another period. Compare life in early and late 'times' studied. Begin to identify primary and secondary sources. Recall, select and organise historical information. Examine causes and results between men and women, great events and the impact on people. Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.</p>	
<p>English links: English book study: Letters from the Lighthouse Cross-curricular writing opportunities: Evacuee Letter / Non-Chronological Report - Types of Air Raid Shelters Additional texts/reading links: Information Books</p>	<p>Maths links: Timeline - Ordering dates</p>	<p>E-Safety: Use of iPads Copyright (information) Use of appropriate websites</p>	<p>Other curriculum links: music/computing/PSHE: Knowledge: Computing - Use SketchUp to make Air Raid Shelters Music - World War 2 Songs (Singing) Skills: Computing: I can use the skills I have already developed to create content using unfamiliar technology. I can review and improve my own work and support others to improve their work. Music:</p>

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			<p>To breathe in the correct place when singing. To sing and use their understanding of meaning to add expression.</p>
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Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
Art	<p>Demonstrate a secure knowledge about primary & secondary, warm & cold, complementary & contrasting colours.</p> <p>Create imaginative work from a variety of sources.</p>	To create a Battle of Britain Skyline using a range of mediums and skills.	<p>WOW STARTER Share example of Art work/ photographs of BoB skyline during the bombings. Discuss who, what, where, when & why? What shapes/silhouettes/ colours can you see? Discuss colour palettes (introduce art vocab- tone) Teacher to model mixing colours (water colours/oil pastels to add to texture and depth) Pupils to complete background. Whilst drying, teacher to model foreground of drawing cityscape (cutting techniques). Children to complete.</p>	<p>Water colours Oil pastels Cartridge paper Black sugar paper Pencils Paintbrushes Scissors Mixing trays Paint pots Water pots Newspaper</p>
History Maths	<p>Know and Sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p>	To understand the reasons for WW2 and place some key events in chronological order.	<p>What do you already know about WW2?</p> <p>Complete KWL grid - See extra plan</p> <p>Timeline of key events</p> <p>Watch 'The Road to War' from the <i>Britons at War</i> DVD (20 min).</p> <p>TTYP: Who can remember the date that Britain declared War on Germany? (<i>September 3rd 1939</i>)</p> <p>TTYP: Work out how long ago this was. Is this a long time? A short time? Allow them time to discuss and relay back to the class. (74)</p> <p>Historically speaking it is a pretty short time ago.</p>	<p>Time lime sheets</p> <p>Notebook</p> <p><i>Britons at War</i> - The Road to War DVD</p> <p>ICT Links: IWB/DVD http://www.tes.co.uk/teaching-resource/Teachers-TV-Children-in-WW2-6047865/</p>

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			<p>TTYP: What was the cause of WW2? Give the children some time to discuss as tables. What do they know from the videos they've already seen? Is there anything else they know?</p> <p>Use IWB to teach the key reasons (slides 2-4)</p> <p>(Slide 5) Watch chamberlain announcement.</p> <p>(Slide 6) Use IWB slide with the World leaders on them - allow children to come out to the IWB and reveal their names (guessing beforehand). On next slide is a list of all the countries involved in the War. They're highlighted as Axis and Allies - discuss these two terms. Allies - those 'allied' to Britain. Axis powers - those allied to Germany.</p> <p>Make sure that the children realise there were many other countries involved in the war as well.</p> <p>TTYP: why do you think it was called a 'World War'? Show next slide listing all of the countries involved on both sides.</p> <p>Children (in pairs) complete Chronology of the War sheets- cut up, order stick in books</p> <p>Extension- those who have finished, to list as many reasons for WW2 as they can remember - explaining them in as much detail as they can.</p> <p>Plenary: Find the Teachers TV WW2.wmv clip in the Video folder. Watch the first clip (entitled 'Outbreak of War').</p> <p>When the question is posed at the end - pause the video and give the children time to discuss.</p> <p>Share ideas as a class.</p> <p>If time - ask them how they feel about the 'Wars' that Britain is currently engaged in around the world - Iraq, Afganistan. Is it the same? How do they feel about those? Is it different?</p>	
English / History	English - Poetry History - Use evidence to build up a picture of a past event	To learn about bombing raids on Britain. To understand how people protected themselves.	<p>Blitz TTYP: Why it was difficult for countries to attack Britain? We are an island.</p> <p>TTYP: How do you think the German army managed to strike at Britain? Through aerial bombardment - the Blitz (short for Blitzkrieg - German for 'Lightning War')</p>	<p>Notebook PowerPoint Air Raids SEN Writing Frame Photo Sort Activity</p> <p>ICT Links: Air Raid Sound BBC Links</p>

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	<p>Record, select and organise historical information.</p> <p>Communicate their knowledge and understanding</p>		<p>Explain that not everywhere was bombed and only certain cities were, e.g. London, Birmingham, Hull Manchester and Belfast.</p> <p>TTYP: <i>Why were certain places ignored? Why were these places targeted?</i> Elicit that they were military targets for the Germans as these places produced machinery for the war, e.g. Birmingham and Belfast, or they were the capital city and held the government. Also discuss the oddity of Hull which often was bombed as German pilots flew home and had to get rid of their load for fuel reasons.</p> <p>Q: Was it fair that ordinary people were caught up in this? Why did they still bomb if innocent women and children might be hurt? Who would that affect? The soldiers fighting abroad - vocabulary: morale.</p> <p>Play the air raid siren at a loud level and ask:</p> <p>TTYP: How does this makes you feel?</p> <p>Thought Shower what they think they would have felt during an air raid and list on the IWB.</p> <p>Work through Air Raid PowerPoint. Show air raid warden helmet/ rattle/ badge Lantern- turn off lights-poster</p> <p>Independent Activity: Using the words that the children have come up with from the photograph annotation word bank, they are to write either a diary extract or a poem about how they feel when they are in the shelter.</p> <p>Plenary: Children who wish to, are to share the work that they have done with their class.</p>	<p>Air raid rattle/ helmet badge Lantern-poster</p> <p>IWB</p>
<p>History Computing</p>	<p>Use evidence to build up a picture of the past.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with</p>	<p>To compare similarities and differences between the German and British planes.</p>	<p>Comparing Planes</p> <p>Review with the children what they learnt about The Battle of Britain (WW2) from last week's session.</p> <p>Share Learning Objective</p> <p>Read Success criteria to children</p> <p>Work through PowerPoint as a class discussing the 4 main war planes: <i>Spitfire, Junkers, Lancaster bomber and Messerschmitt.</i></p>	<p>iPads?</p> <p>PowerPoint</p> <p>PDF-top trumps Images of planes Question sheets</p> <p>Topic Books</p>

	<p>increasing confidence.</p>		<p>Show children the insignias for each side- do the children recognise them?</p> <p>Discuss the uniforms? Which side do you prefer? Children to justify their answers.</p> <p>Ask children what they can remember about each plane?</p> <p>Activity: EXS - Using question sheets and notes made from main teaching children are to write two paragraphs with the following headings: <i>Lancaster Bomber V Messerschmitt</i> <i>Spitfire V Junkers</i> Whites are to compare similarities and differences between the planes identified.</p> <p>Extension Activity Using images of planes children can draw free hand drawing of either German or British planes.</p> <p>Plenary: What are the main similarities and differences between the war planes? Why did Britain win 'The Battle of Britain?'</p>	<p>ICT Links:</p>
<p>History English - (Cross-curricular writing)</p>	<p>Letter Writing skills</p> <p>Study different aspects of different people</p> <p>Use evidence to build up a past event.</p>	<p>To understand the need for evacuation.</p> <p>To find out the experiences and feelings of evacuees from a wide range of sources</p>	<p>Evacuation (Anne Frank) Introduction - TYP Recap on what we have learnt so far about WW2. Why were children sent away? The bombing. Where to and who would look after them?</p> <p>Display PowerPoint- Slide 2 TYP: Show an image of an evacuee on the IWB and ask the children to write down their thoughts based on the images Put across these questions if they are struggling, prompt with: How old do they look? What do you think they felt like? What's the longest time you've spent away from home? How long do you think they spent away?</p> <p>Proceed through rest of PowerPoint. (Brief outline of evacuation)</p> <p>Now explore web page: http://www.bbc.co.uk/schools/primaryhistory/world_war2/evacuation/ Work through each section: Why were children evacuated?</p>	<p>Evacuee speech bubbles PowerPoint Evacuation Letter Writing Frame</p>

			<p>Where did Children go? How did evacuees travel? Life for evacuees</p> <p>Look at photos/sounds/writing/fun facts.</p> <p>Carry out Evacuation Quiz</p> <p>Activity 1 (5 minutes): Provide children with evacuee speech/thoughts bubble sheets to fill in. Children are to fill them in thinking about questions that the evacuees might ask and any thoughts running through their minds.</p> <p>Independent Writing Activity 2: Children to write a letter home from the point of view of an evacuee. They can decide on how they feel about being an evacuee. Writing frames to be provided for SEN.</p> <p>Plenary Children who wish to can read aloud their letters. Discuss and give out homework</p>	
<p>History English - Speaking and Listening</p>	<p>English - Speaking and Listening</p> <p>Make comparisons between different times in the past.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Communicate their knowledge and understanding.</p>	<p>To explain and justify my choices.</p>	<p>Show & Tell</p> <p>Introduction - Children to share what possessions they would take with them if they were to be evacuated (show & tell)</p> <p>Use camera to take pictures of the children to stick in book.</p> <p>Independent Activity: Provide children with sheets of evacuation cases. Children are to draw images within the cases of what they would take and reasons for.</p> <p>EXS/GDS: (To be given two sheets) To draw images inside two case showing contrasting cases of 21century and 1940's evacuation case.</p> <p>In books children are to label, write sentences giving reasons and identifying similarities and differences of items (depending on success criteria)</p> <p>Plenary:</p>	<p>Suitcase images Children's' belongings</p>

			Discuss similarities and differences between a 21 st Century case and a typical evacuation case from the 1940's.	
History Maths	<p>Make comparisons between different times in the past.</p> <p>Compare life in early and late 'times' studied.</p>	<p>To know why rationing was necessary and what impact it had on the people of Britain.</p>	<p><u>Rationing</u></p> <p>TTYP: Ask the children what their favourite foods are. Take feedback and write their foods on IWB.</p> <p>Work through IWB discussing What was rationing? Why did it happen? What foods were rationed?</p> <p>On p.9 of notebook discuss foods that were rationed and foods that were not: Potatoes Fruit- grow apples, pears, raspberries, black berries and strawberries Fish- local fishing Vegetables- grow Bread - make it whole-wheat Pasta-farming Rice Cereals</p> <p>In 1941 Some foods were in short supply so a points system was devised so that everyone was able to buy these foods.</p> <p>Provide children with their homework task- food diaries. Discuss what they ate.</p> <p>Compare what they ate over the week to what a child of their age was allowed. How does this make you feel? How do you think they felt? -link to puberty and increased food intake due to growth.</p> <p><u>Activity 1:</u> Provide the children with 'what we used to eat' sheet. Children are to fill in foods that were not rationed by drawing images and labelling them. In books children are to write a sentence to explain why these foods weren't rationed.</p> <p><u>Activity 2:</u> Children to be given their own ration books, they can fill in the front cover details and then on the inside create a menu for one day using rationed and non-rationed food under the headings: Breakfast-cereal/egg/toast/ jam/butter/milk/tea Lunch- soup/potato Dinner- meat(beef)/potatoes/carrots/ cabbage</p>	<p>Notebook</p> <p>Ration books -blue paper</p> <p>Food diaries</p> <p>Weekly ration picture</p> <p>What we used to eat worksheet</p> <p>Scales</p> <p>sweet</p> <p>calculators</p>

			<p>Plenary: Ask the children do we still eat these foods today?</p> <p>Using scales explain to the children that in 1942 a child was allowed 75grams of sweets a week. Use the scales to weigh out 75g of suitable sweets. How would you feel about having that many sweets to eat a week?</p>	
History (Cross-curricular writing) Computing	<p>Non-Chronological Report writing</p> <p>Communicate their knowledge and understanding.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of the past.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Recall, select and organise historical information.</p>	<p>To communicate understanding of how people protected themselves during the Blitz</p>	<p><u>Air Raid Shelters (Non-Chronological Report)</u></p> <p>Introduction - Watch 'Blitz Street - 6MINS 12 SECS</p> <p>Discuss - the blackout was one way of protecting the citizens of Britain. TTYP: What might have been another?</p> <p>Explain to the children that this will be a double lesson. Explain that over the next couple of lessons, the children will be finding out about the 2 main different types of shelter that existed during the war - The Anderson and The Morrison.</p> <p>In pairs, they will need to research the 2 different shelters and produce a thinking page. Discuss headings that may be appropriate to use.</p> <p>Use ipads to research</p>	Ipads
History English (Cross-curricular writing)	<p>Non-Chronological Report writing</p> <p>Communicate their knowledge and understanding.</p> <p>Begin to identify primary and secondary sources.</p>	<p>To communicate understanding of how people protected themselves during the Blitz</p>	<p><u>Air Raid Shelters</u></p> <p>Discuss - the blackout was one way of protecting the citizens of Britain. TTYP: What might have been another? What facts have they remembered about their shelters?</p> <p>Explain that today's lesson is the last on their non-chronological reports - double page spread..</p> <p>In pairs, they will need to produce a double page non-chronological report.</p>	Thinking page notes English writing kits

	<p>Use evidence to build up a picture of the past.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Recall, select and organise historical information.</p>			
<p>History Computing</p>	<p>Examine causes and results between men and women, great events and the impact on people.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Compare accounts of events from different sources - fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>To understand how WW2 affected women.</p> <p>To learn about the important and significance of the role on women during World War 11.</p>	<p><u>Women of WW2</u></p> <p>TTYP: What jobs do the women in your family do such as your moms, nans, aunties etc.?</p> <p>Ask the children to look at a selection of modern posters advertising government jobs or notices. Ask them to guess what the message is in each poster.</p> <p>In pairs, the children choose the poster they think is the best, and explain the reasons why.</p> <p>Ask the children to think of all the things posters should have in them in order to be effective at getting their message across to a large audience.</p> <p>Create a class list of ideas.</p> <p>Explain to the children that posters were used during WW2, including those aimed specifically at women.</p> <p>Ask the children to look at a small selection of WW2 government posters.</p> <p>Ask the children to identify any unknown words and together work out their meanings.</p> <p>Activity: Children receive an Offer of Employment Letter for a wartime job that contains some key facts about the role. (You may wish to personally present these to the children in envelopes to build interest and excitement.) They then research the job and complete the differentiated Job Description Activity Sheet to explain the job in detail. (It is recommended that children researching the same job are seated at the same table so they can help each other and share information. The tables can be signposted using the Training Post Labels if required.) Check that children can recall examples of a range of</p>	<p>Ipads</p> <p>Offer of employment letter</p> <p>Job description activity sheet.</p>

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			jobs undertaken by women during the war. Look for children who can explain about a specific job in detail and demonstrate understanding and empathy.	
History / Art / Computing	<p>History - Compare accounts of events from different sources - fact or fiction.</p> <p>History - Offer some reasons for different versions of events.</p> <p>Art - Use a variety of source material for their work.</p> <p>Art - Work in a sustained & independent way from observation, experience & imagination.</p> <p>Art - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour & shape.</p>	To design a propaganda poster.	<p><u>Women of WW2</u></p> <p>Introduction: Discuss the purpose of propaganda posters and look through the examples given asking children to answer the questions on each slide in their pairs.</p> <p>Children then design their own propaganda poster on the Propaganda Poster Activity Sheet to advertise one of the jobs. Look for children that can advertise the key aspects of the job and create an appealing poster.</p> <p>Plenary: Read the information on the slide and discuss the questions. Children complete the Role of Women Pre and Post World War II Activity Sheet. Discuss some of the responses together referring to information from the Lesson Presentation to clarify ideas further if necessary. Check that children understand how the role of women in British society was affected by the war and that they can describe what life was like for many women before, during and after the war.</p>	<p>Powerpoint</p> <p>Ipads?</p>
History Art		<p>To plan a VE day party using the rationed items available to people in Britain in May 1945.</p> <p>To create art work related to VE day.</p>	<u>VE Celebrations</u>	

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