**A Child's War**

**Key Learning points:**
- Why did World War 2 start and what part did Hitler have in it?
- Why did the Jewish nation suffer as a result of Hitler coming to power?
- What can we learn about this period from the Anne Frank diaries?
- Who was Winston Churchill and what part did he play in the war?
- What was the blitz?
- How and why were children evacuated?

**Skills:**
- Pose and answer their own historical questions.
- Describe a key event from Britain's past using a propaganda.
- Identify and explain their understanding of a specific viewpoint.
- Look at two different versions and say how the key events happened.
- Summarise the main events from a specific period in history, explaining the order in which key events happened.
- Identify and explain their understanding of propaganda.
- Describe a key event from Britain's past using a range of evidence from different sources.
- Suggest why there may be different interpretations of events.
- Suggest why certain events, people and changes might be seen as more significant than others.
- Pose and answer their own historical questions.

**Where I live**

**Key Learning points:**
- What would a bird’s eye view of your school look like?
- Can you put together a map of the immediate area around your school?
- Can you explain why your Birmingham exists and what would have brought people to live here in the first place and why do people live here today?
- Can you use an OS map, including compass point directions, to help someone plan a route between two local points?
- If you got lost within 50 miles of your home, how would you go about finding your way home?
- How would you go about planning a trip to a European city to include cost and time?
- Reflection: As a class could you create an ‘Urban’ or ‘Rural’ School pointing out the features in your locality.

**Key Skills:**
- Be able to find information from a variety of media and understand how bias and opinion can affect the validity of information.
- Confidently explain scale and use maps with a range of scales.
- Choose the best way to collect information needed and decide how it will be presented.

**Frozen Kingdom**

**Key Learning points:**
- Who was the first explorer to reach the South Pole?
- Why is Ernest Shackleton an important ‘Antarctic’ historical figure?
- What do the journals of the ‘Endurance’ crew tell us about the expedition?
- What was the Titanic?
- How did the conditions on the Titanic differ for rich and poor passengers?
- Why did so many people lose their lives in the Titanic disaster?
- Reflection: What has changed since the Titanic disaster and how has the incident influenced these changes?

**Key Skills:**
- Be able to find information from a variety of media and understand how bias and opinion can affect the validity of information.
- Place features of historical events and people from past societies and periods in a chronological framework.
- Describe features of historical events and people from past societies and periods studied.
- Suggest why there may be different interpretations of events.
- Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.
- Pose and answer their own historical questions.

**Water**

**Key Learning points:**
- Why is water a major necessity in any village, town or city?
- How does rainwater form in the first place?
- Why do some places go for a long time without rain and others have too much rain?
- How is water used to help provide energy to many places?
- What happens to the water in our home once it disappears down the sink?

**Key Skills:**
- Be able to find information from a variety of media and understand how bias and opinion can affect the validity of information.
- Place features of historical events and people from past societies and periods studied.
- Suggest why there may be different interpretations of events.
- Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.
- Pose and answer their own historical questions.

**Mexico**

**Key Learning points:**
- Who were the Mayans and where did they live?
- What caused the Mayan Civilization to disappear?
- Reflection: Create a television documentary to explain to everyone about the life of the Mayans, focusing on traditions, culture, sport and their knowledge.

**Key Skills:**
- Be able to find information from a variety of media and understand how bias and opinion can affect the validity of information.
- Use in context and understand terms relating to different types of history.
- Describe features of historical events and people from past societies and periods they have studied.
- Appreciate that some ancient civilizations showed greater
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<tr>
<th>Trips and Experiences</th>
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<td>Evacuee experience (Severn valley railway)</td>
<td>Ration recipes/VE Day party</td>
<td>Birmingham town centre o Museum and art gallery</td>
<td>RAF Cosford</td>
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<td>DT Key learning point: Make do and mend – upcycling clothes</td>
<td>Where I live Art &amp; DT opportunities</td>
<td>Frozen Kingdom Art &amp; DT opportunities</td>
<td>Mexico Art &amp; DT opportunities</td>
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<td>How does upcycling clothes benefit the environment? (uses less energy that creating new clothes)</td>
<td>DT Key learning point: electric cars (linked to Longbridge) (Electrical circuits)</td>
<td>Key learning points: Art</td>
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<td>Why was make do and mend a slogan during the war?</td>
<td>Key learning points: electric cars benefit the environment?</td>
<td>David Hockney water pictures.</td>
<td>How does the climate and culture in Mexico impact on the type of food they eat?</td>
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<tr>
<td>What does upcycling mean?</td>
<td>Why is the government keen to promote electric cars?</td>
<td>• What Media did David Hockney use for his pictures that include water?</td>
<td>Can you name one dish from Mexico you have looked at?</td>
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<td>New clothes)</td>
<td>Are any of electric cars made in Britain?</td>
<td>• How does the reflection in the surface of the water differ from looking at the object itself directly?</td>
<td>What are the differences in Mexican culinary traditions compared to in Britain?</td>
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| Do all car manufacturers now produce an electric car? | Do all car manufacturers now produce an electric car? | • What style of painting did Hockney use? | Is food important in any Mexican celebrations?

**Key Skills**

**Children to:**
- Work within constraints.
- Consider culture and society in their design.
- Use tools and materials precisely.
- Test and evaluate their final product.
- Decide if it is fit for purpose.
- Use different media to respond to light and dark, shadows and well lit areas.
- Use different materials to represent the surface of the water.
- Capture the reflection and movement in the water.
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<td>Decide if different resources would have improved their product.</td>
<td>Draw up a specification for their design.</td>
<td>Select appropriate media to create their art work.</td>
<td>Describe the work of David Hockney to build understanding and discuss this with others.</td>
<td>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking with growing expertise.</td>
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<td>Use a range of joining techniques.</td>
<td>Use research and develop design criteria to inform the design of an innovative, functional, appealing electric car that is fit for purpose.</td>
<td>Recreate a scene and detail from observation and research.</td>
<td>Plan and complete a set of drawings in their sketchbook to help plan a final piece of water based art.</td>
<td>Use appropriate tools and equipment, weighing and measuring with scales.</td>
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<td>Evaluate their electric cars, identifying strengths and areas for development and carrying out appropriate tests.</td>
<td>To evaluate their work and reflect on the impact it may have on others.</td>
<td>Annotate a work of art to record thoughts and emotions and using this to inform their own work.</td>
<td>Plan a healthy and affordable diet.</td>
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**A Child’s War -Music opportunities**

- Listen to and evaluate the music and songs from WWII. Children to compose their own song in a similar style.
- Select a different culture that is prevalent in Birmingham. Explore the music from that culture and compare and contrast to our own.
- Research music that uses water as its stimulus. Create own composition to mirror the sounds of water eg. The sea.
- Mexican music with a focus on Mariachi music. Explore the history of Mariachi music and listen to current examples.

**Where I live -MFL opportunities**

- Explore some of the languages that would have been spoken by the different countries involved in the war.
- Children to discuss how many languages are spoken locally and explore some of the vocabulary. Challenge to greet someone in their native language.
- Spanish – basic vocabulary

**Frozen Kingdom -PE opportunities**

- To use publishing packages to create key facts lists or vocabulary lists. Internet research for images for topic books.
- Using Google Earth look at aerial view photos of the school. Use CAD software to create a 3D model of the school building.
- Children to create Scratch animations set in Frozen environments choosing suitable backgrounds and characters.
- Look at David Hockney’s digital art exhibition. Look at how he used an iPad to create his pieces and the benefits in doing so. Children to create a piece of art using a painting software.
- Children to create a multi-page Hola Mexico website, containing key information about the Mayan culture, geography of Mexico and food. Created using Google Sites.