

UPKS2 Topic Title: World War 2

Term: Autumn 2

Weeks: 7 Weeks

Events: Eden Camp, Remembrance Assembly, Visit to Care home to sing songs and A Volunteer to talk about significant events of WW1 / WW2

Subject	NC Objectives	Learning Outcomes & Assessment
History	<p>Content</p> <ul style="list-style-type: none">• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point in British history such as:• the outbreak of World war 2• the Blitz on significant cities such as London and the local area.• the effect of rationing on the British population.• the evacuation, refugees and the holocaust which has affected populations during and after the war which has impacted on British values of today and present day refugees. <p>Aims</p> <ul style="list-style-type: none">• 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• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-	<p>All children should be able to:</p> <ul style="list-style-type: none">• say when the war started;• tell you some of the countries and key individuals involved;• recall some details about key events;• describe what evacuation and rationing were, explain how they worked and how different people were affected;• describe some of the jobs women did during the war;• describe what the Holocaust was and who suffered as a result. <p>Most children will be able to:</p> <ul style="list-style-type: none">• offer reasons to explain why the war started;• explore the significance of key events;• explain how and why the changing role of women was significant to the war effort;• recall key facts about rationing, evacuation and the Holocaust. <p>Some children will be able to:</p> <ul style="list-style-type: none">• demonstrate a full understanding of a wide range of World War II events;• recall key dates and facts with ease;• evaluate and assess the reason, impact and significance of key wartime events;

	<p>European societies; achievements and follies of mankind</p> <ul style="list-style-type: none">• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed• 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	<ul style="list-style-type: none">• explain the Holocaust in detail and make links• and comparisons to issues today.
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<p>Science</p>	<p><u>Year 5 Forces (outstanding science)</u></p> <p>Content</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Identify forces as pushes and pulls. • Explain gravity as a force that pulls objects down. • Identify Isaac Newton’s discoveries. • Explain the effects of friction, including air and water resistance, on moving objects. • Identify different mechanisms. • Recognise that there are different variables in an investigation. • Predict what will happen in an investigation. • Make observations <p>Most children will be able to</p> <ul style="list-style-type: none"> • Identify and explain the different forces acting on objects. • Explain Newton’s role in discovering gravity. • Accurately measure an object’s weight and mass. • Explain how to increase the effects of air resistance. • Explain Galileo’s ‘Tower of Pisa’ experiment into gravity and air resistance. • Identify streamlined shapes. • Explain how friction is used in brake pads. • Investigate the effects of friction. • Explain how different mechanisms work. • Design their own mechanism to achieve a given purpose. Identify the variables in an investigation. • Make observations and conclusions. • Answer questions based on their learning. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Identify and explain balanced and unbalanced forces. • Explain the difference between weight and mass. • Explain the link between the weight and mass of an object. • Make generalisations about how to increase the effects of air resistance. • Explain the conclusions and implications of Galileo’s ‘Tower of Pisa’ experiment. Explain how to minimise the effects of water resistance.
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Year 6 Light

Content

- 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.

Aims

- Encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.
- Begin to recognise that scientific ideas change and develop over time.

- Make generalisations about the properties of materials that create the most friction.
- Explain how a mechanism they have designed alters force and motion to achieve a purpose.
- Identify dependent, independent and controlled variables.
- Set up reliable and accurate investigations.
- Make and explain predictions.
- Make and record accurate observations.
- Use scientific language to explain their findings.
- Use their results to make generalisations and further predictions.
- Ask and answer questions based on their learning using scientific language.

All children should be able to:

- Recognise that light travels in straight lines
- Describe how light enables us to see.
- Understand reflection as bouncing off a surface.
- Identify some effects of refraction.
- Identify the visible spectrum.
- Explore colours using light.
- Recognise that Isaac Newton discovered information about light and colour.
- Explain that objects block light to form shadows.
- Predict what will happen in an investigation.
- Make observations.

Most children will be able to

- Explain how light travels to enable us to see.
- Understand that all objects reflect light.
- Identify the angles of incidence and reflection.
- Understand refraction as light bending or changing direction
- Explain how a prism allows us to see the visible spectrum.
- Understand that colours are a result of light reflecting off an object.
- Explain Isaac Newton's experiments about light and colour
- Understand how shadows change size.

	<ul style="list-style-type: none"> • Select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. • Draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. 	<ul style="list-style-type: none"> • Understand that shadows are the same shape as the object that casts them. • Make observations and conclusions. • Be able to answer questions based on their learning. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Explain how light enables us to see an object reflected in a mirror. • Recognise that the angles of incidence and reflection are equal. • Explain how light is refracted as it travels through glass or water. • Recognise that the colours of the visible spectrum have different wavelengths. • Understand how filters reflect or absorb different colours of light. • Recognise how Isaac Newton used proof to support his ideas about light and colour. • Set up reliable and accurate investigations. • Make and explain predictions. • Make and record accurate observations. • Use scientific language to explain their findings. • Be able to ask and answer questions based on their learning using scientific language.
Design And Technology	<p>Content</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>All children should be able to</p> <ul style="list-style-type: none"> • investigate at least one example of a shelter used in WW2 • have made a simple model shelter incorporating framework and a textiles cover <p>Most children will be able to</p> <ul style="list-style-type: none"> • investigate several shelters • make, use and recognise the use of tubes as a material from which to make a framework • reinforce and strengthen frameworks using triangulation and carried out a fair test • include in their designs drawings showing several alternative shelter ideas • chose to make an appropriate scale or full-size shelter for a specific purpose and incorporate a framework and a textiles cover.

	<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Aims</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook 	<p>Some children will be able to</p> <ul style="list-style-type: none"> • have investigated several framework structures including shelters and others showing a thorough understanding of materials used and methods of construction. • have set out a step-by-step approach to how their shelter will be made and listed tools and materials to be used. • have made their shelter using a wider range of materials and techniques. • have been able to identify what is and what is not working well with their chosen shelter designs and modified their shelter as they went along.
<p>Music</p>	<p>Content</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>Aims</p>	<p>All children should be able to</p> <ul style="list-style-type: none"> • Listen to space sound effects • Play instruments to create own space sounds and perform as a group • Use voices with instruments to compose a musical piece to accompany space images slideshow (children to create) • To listen to each other's performance and comment on the fluency. • Name some significant musicians, singers and bands that became famous during the 1940s. • Use old songs to understand why music was important to people and soldiers during the 1940s. <p>Most children will be able to</p> <ul style="list-style-type: none"> • Raise questions for people from the past, such as Vera Lynn, Glenn Miller, soldiers who sang during the war • Describe of songs and musical compositions created a sense of patriotism during the war.

	<ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 	<ul style="list-style-type: none"> • Have an understanding of the importance of music halls in attracting audiences and compare the similarities and differences of the 1940s music. <p>Some children will be able to •</p> <ul style="list-style-type: none"> • Understand why and how people were affected by the war and how music helped keep them united. • Explain why 40s music has left an enduring legacy since world war 2 ended.
PSHCE	Jigsaw Planning Celebrating Difference	
RE	Year 5: Judiasm (see Kirklees agreed syllabus). Year 6: Judaism (Recap of units of work from Kirklees agreed syllabus)	
Computing	Computing 'switched on' planning. Year 5.2 We are Architects Year 6.2 We are Project Managers	
French	Salut planning Year 5 / 6 A L'Ecole – School vocabulary and time	
Physical Education	see P.E planning <u>Dance / Drama</u>	