

One Big Community Deed

Singing at nursing home.

One Big Product

Rationing afternoon.

One Big Trip

Imperial War Museum
/Holocaust Floral Pavilion

Person of Outstanding character

WWI Carrier animals of victory
WWII Amelia Earhart



What Makes Britain Great?

World War 1 & World War 2

Year 5 & Year 6

Spring term



Vocabulary Dozen!

Assassination, treaties, armistice, trenches, Home Front, invaded, conscription, militarism, munitions, censorship, nationalism and Treaty of Versailles

As Writers...

Wonder and Poems WW1 and WW2

The children will be creating factual information leaflets. Using their inference skills to decode thoughts and feelings. Having a look at figurative language and how this is used to enhance the text. Children will be creating notes for discussion and taking part in role plays. We will also be creating newspaper article. We will be looking at our book from Augustus' [perspective and writing diary entries. Children will be investigating poetry within World War 1 and World War 2. Based around Flanders Field, before the War and after. Concentrating on the use of language.

Year 5

Children will plan and carry out different enquiry types to answer questions, including their own, about materials and their uses. They sort, compare, group and classify materials, and develop their abilities to plan and carry out comparative and fair tests, controlling variables, as appropriate. I can classify a variety of materials according to their properties. I can compare and contrast different solids according to their properties, including their hardness.

I can compare and contrast the properties of different liquids, including viscosity.

I can identify the properties of different metals and describe how these properties make them suitable for particular uses.

I can identify the properties of different plastics and explain how these make them suitable for particular purposes.

Year 6

Children ask and propose answers to their own questions about shadow formation as well as exploring quantitatively the formation of shadows. They develop the idea of explaining and supporting the points they make with data and evidence, and consider how confident they feel in the conclusions that they draw, relating them back to predictions that they have made earlier. They carry out illustrative practicals to explore phenomena.

As Scientists...

As Historians...

- We will look at how the main events during the World Wars contributed to the wars occurring.
- We will look at how children/women were treated in the war and what life was like for an evacuee
- We will discuss allies and axis and how this contributed to the efforts in the War.
- We will be using World War artefacts during our evacuee lessons.

As musicians...

As Artists and Designers...

- We will be looking at the during and paintings of Henry Moore and recreating their own version
- We will be learning a range textiles and sewing skills
- We will be creating Anderson shelters
- We will be using pigeons as a starting point for their own Art work. (Fly away home/ World War 1 Animals at War)

As Geographers...

We will be locating Allies and the Axis powers

We will look at maps to explore how far trenches stretched (The trenches extended from Nieuwpoort on the Belgian Coast to Pfetterhouse on the German/Swiss border. In total, there were 25,000 miles of trenches; 12, 000 miles were occupied by the British Allies, the rest by the Germans and their allies.

We will be labelling the world map to show the countries involved.

As computers...

- Propaganda posters using our ICT skills
- Esafety - Ecadets