

Autumn 2: Where are we in place and time?

Driver: History

Outcome: How have people's experiences influenced their perspectives of WW2?

Core Text: Goodnight Mister Tom







Writing Genres:

Narrative flash-back

Diary Entry

Key Vocabulary

Blitz, army, air-raid, allies, axis, evacuee, propaganda, rationing, holocaust, morse code, persecution, Henry Moore, Remembrance Day

Subjects:	Learning Objectives:	Activities
History 	<ul style="list-style-type: none"> <li>-Use dates to order and place events on a timeline</li> <li>-Begin to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>-Evaluate the usefulness of a variety of sources with increasing independence</li> <li>-Understand that the type of information available depends on the period of time studied</li> <li>-Present findings and communicate knowledge and understanding in different ways</li> <li>-Provide an account of a historical event based on more than one source</li> <li>-Give some reasons for some important historical events</li> <li>-Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>-Use evidence to support arguments</li> <li>-Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 - World War II</li> </ul>	Timeline of WW2 and overview of key events. Compare life during WW2 for a child in England to life now and discuss the differences/similarities, e.g. rationing, home-schooling, evacuees Explore different sources and how people's views differed Include a diverse range of perspectives, e.g. people of all races and how they were impacted? Explore soldiers who came over from countries all around the world to fight alongside Britain (diverse links) (learning needed before Windrush in Summer 2) Explore the changes that occurred in Britain as a result of WW2, the cause of WW2 and significance X2 lessons per week to ensure coverage  WW2 immersion day?
Geography 	Identify where countries are within Europe; including Russia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Explore different countries- Axis powers (Germany, Italy, and Japan) and the Allies (France, Great Britain, the United States, the Soviet Union, and, to a lesser extent, China). Identify different features in depth for a few countries focussing on their physical and human characteristics
Art and design 	Return to work over longer periods of time and use a wider range of materials Use line, tone and shading to represent things seen, remembered or imagined in three dimensions Mix colours to express mood, divide foreground from background or demonstrate tones	Henry Moore- tube shelter and recreating their own <a href="https://www.tate.org.uk/kids/explore/who-is/who-henry-moore">https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</a>
Computing: 	Creating media-Video editing	Edit and create a short video on different people's perspectives of WW2 and all which the children have learnt. Present to the school virtually as a movie? (or host an assembly to present)
<b>Action: create a short film on different people's perspectives of WW2</b>		
Trip ideas		Churchill War rooms, Imperial War Museum, WW2 day
To be taught in a block and evidenced through floor books/ RE booklets		 RE: Introduction to Hinduism practices   PSHE: Internet safety and harms, DATE- how to be healthy and safe