

LKS2 - Conflict

	Identified text (s) / Visual Literacy	Literacy opportunities
<p style="text-align: center;">Hook</p> <p style="text-align: center;">WW2 Day at start of half term Come to school dressed up in evacuee clothing</p>	 <p style="text-align: center;">Texts – The lion and the unicorn (Shirley Hughes) Anne Frank (Josephine Poole)</p>	<ul style="list-style-type: none"> • Diary entries/Recounts (evacuation diaries starting at station whilst being evacuated) • Stories that contain historical events. (Being evacuated) <p>Cross curricular</p> <ul style="list-style-type: none"> • Letters (Home) • Write and deliver a radio broadcast • Write own ration books • Newspapers • Description about the Blitz • Imagery poems (use images from book)
History	Learning Challenge Questions	Geography
<ul style="list-style-type: none"> - Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. - Use dates and terms to describe events. 	<p>Who do we remember? Link between WWI veterans and more recent wars. Introduce WWII</p> <p>What was it like during WWII? Discuss bombings/air raid siren. Re-enact. How did it feel?</p> <p>How did people stay safe? Anderson shelters. Introduce the word evacuees, being sent away to stay safe.</p> <p>What was it like as an evacuee? Read write evacuee diaries.</p> <p>What was rationing? Rationing/Food stamps/Grow your own</p>	<ul style="list-style-type: none"> - Name and locate the countries of Europe and identify their main physical and human characteristics. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies - Describe how the locality of the school has changed over time.

<ul style="list-style-type: none"> - Place events, artefacts and historical figures on a time line using dates. - Understand the concept of change over time, representing this, along with evidence, on a time line. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Describe the social, ethnic, cultural or religious diversity of past society - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Suggest causes and consequences of some of the main events and changes in history. - Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources of evidence for historical enquiries 	<p>Why do we remember? Refer back through topic and all the things we should remember during Remembrance</p>	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Explain own views about locations, giving reasons. - Ask and answer geographical questions about the physical and human characteristics of a location. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
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Science	Art	Computing
<p style="text-align: center;">Light and sound</p> <ul style="list-style-type: none"> • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. • Observe and name a variety of sources of sound, noticing that we hear with our ears. • Air raid sirens, blackouts, • Morse code • Radio 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. (Poppy fields) • Create original pieces that are influenced by studies of others. • Use layers of two or more colours. • Create images, video and sound recordings and explain why they were created. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Select and arrange materials for a striking effect. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Water colour art work Poppy fields art work</p>	<ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

RE	DT	Music
<p>What do different people believe about God?</p> <p>Gods/ Goddesses Hope Peace Suffering Sacrifice Sacredness Wisdom Authority Truth Soul</p>	<p>Design</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. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.

	<ul style="list-style-type: none">• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Design and make cardboard spitfire planes</p>	
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