




YEAR 5

Britain at War	History, Art & Design: Drawing, D & T: Textiles	Term
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Entry/exit point	Entry point - War Veteran (experience day) Exit point - Eden Camp
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NATIONAL CURRICULUM

<p>History</p> <p>Children will learn about World War II and, in particular, two significant turning points for Britain during this time; D-Day and the Battle of Britain.</p> <p>Topic Specific knowledge</p> <ul style="list-style-type: none"> • Know the cause of WW2 including the key dates and significant individuals • Know about significant events including Battle of Britain, The Blitz and D-Day) • Know the impact of WW2 and the Blitz on Britain including evacuation, rationing and jobs. • Know what led to the end the war including dates and significant individuals <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Understand common words and phrases relating to the passing of time. • Use a given timeline to place local, national and international events within a period of history. • Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure). <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Identify if a source is primary or secondary. • Identify fact and opinion within a written source. • Understand that the past has been represented in different ways and that different sources may provide a different viewpoint. • 	<p>Art & Design: Drawing</p> <p>Children study sketches by Henry Moore and photographs by Bill Brandt of events of the war (London Underground). Children create their own sketches.</p> <ul style="list-style-type: none"> • Engage in research and exploration in the process of initiating and developing their own personal ideas • Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning.  
	<p>D & T: Textiles</p> <ul style="list-style-type: none"> • 'Make do and mend'. Children bring in their own item of old clothing or material and use his to design and create a bag. • 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional 

	<p>and exploded diagrams, prototypes, pattern pieces and computer-aided design</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 • 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
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SCHOOL KEY DRIVERS		
Language	Possibilities	Diversity
<p>History military, campaign, defend, invasion, Nazi, Prime Minister, allies, economy, air raid, Blitz, Luftwaffe, evacuate, Operation Pied Piper, warden, rural, urban, industrial, rationing, ration book, identify card, land army, home guard, surrender, shell-shock</p> <p>concurrently, anachronism, consequence, plausible, interpret, validity, impression This supports/contradicts the idea that...</p>	<p>Present day careers within the armed forces</p>	<p>Impacted on the locality as well as the wider and global community</p>

Suggested literacy links

Class Reader: *When Hitler Stole Pink Rabbit* by Judith Kerr

Recount - A day in the life of a World War 2 soldier. Writing a diary.

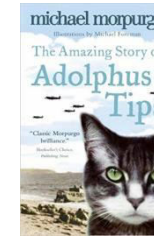
https://www.youtube.com/watch?v=zs_771bxNrs

Descriptive writing - children to write about a scene from World War 2. Engage children with film clips/videos so that children can use all 5 senses to write about. Ch to plan out their writing and then draft their work using the adventurous vocabulary.

Poetry - life as a soldier. To recognise how poets manipulate words and analyse how messages, moods, feelings and attitudes are conveyed in poetry.

Michael Morpurgo - *Adolphus tips*, *Friend or Foe*

Film playscripts - making films introducing a war film (the battle of Britain)



Suggested maths links