

Group:	Year:	Term:	
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Art

Lesson 1	Can children identify the features of World War Two propaganda posters?																		
	Can children select effective propaganda techniques and design features for the intended audience of their own poster?																		
	Can children review and revisit their work?																		
Lesson 2	Can children tell you about Paul Nash and the artwork he produced?																		
	Can children analyse and make observations about his artwork?																		
	Can children make comparisons between Nash's paintings, or between the artwork of Nash and other war artists?																		
Lesson 3	Can children layer and blend oil pastels to create new colours and tones?																		
	Can children experiment with shading techniques like scumbling and hatching?																		
	Can children apply a range of oil pastel techniques in their artwork?																		

Computing

Lesson 1	Can the children explain the meaning of cipher, encrypt and decrypt?																		
	Can the children use the 'sort' function or 'rand between' formula to manipulate data?																		
	Can the children use a cipher to encrypt and decrypt a coded message?																		
Lesson 2	Can the children explain what a formula does on a spreadsheet?																		
	Can the children explain the advantages of using formulae?																		
	Can the children use formulae to generate a cipher?																		

Cross-Curricular Assessment : The World at War - WW2 : KS2 : Y5/6



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DT

Lesson 1	Do children understand the terms 'design brief' and 'design criteria'?													
	Can children develop appropriate design criteria to help them create a commemorative product?													
	Do children's designs address the product's intended audience, purpose, features, materials, aesthetics and quality standards?													
Lesson 2	Can children explain why a plan of work is useful?													
	Can children select and use a range of tools to cut, join and finish their prototype safely and accurately?													
	Can children assess how well their prototype meets the design criteria and suggest improvements to the product's design, materials or construction process?													

Geography

Lesson 1	Can children use an atlas or GIS to locate member countries of the Allies and Axis military alliances?													
	Can children use geographical information to determine where territory was gained and lost over time?													
	Can children use geographical data to identify possible 'turning points' in the progress of World War II?													
Lesson 2	Can children explain the difference between physical and human geographical features?													
	Can children identify the key physical and human features of key World War Two battlefields and surrounding areas?													
	Can children suggest what it would be like for military and civilians living and fighting in these regions?													

Music

Lesson 1	Do children recognise some popular World War Two songs?													
	Do children know who Vera Lynn was and why she was important during the war?													
	Can children suggest reasons why music was important during World War Two?													
Lesson 2	Can children select and use suitable instruments to create their sound layers?													
	Can children alter the tempo, dynamics, pitch, rhythm and duration of the sounds they make?													
	Can children work together to compose, rehearse and perform their soundscape?													

Cross-Curricular Assessment : The World at War - WW2 : KS2 : Y5/6



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History																					
Lesson 1	Do children understand the difference between an 'event' and a 'cause'?																				
	Can children identify and explain a range of causes which contributed to World War Two?																				
	Can children assess the relative importance of a range of causes?																				
Lesson 2	Do children know what is meant by the 'war effort'?																				
	Can children recall some of the responsibilities of those involved in Britain's war effort?																				
	Can children explain how the experiences of people who contributed to the war effort varied by their role and background?																				
Lesson 3	Can children describe what rationing was and why it was necessary?																				
	Can children describe some of the ways that rationing impacted on people?																				
	Can children suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale?																				
Lesson 4	Can children explain what the Blitz was and which areas in Britain were targeted?																				
	Can children describe some of the British military and civilian responses to the Blitz?																				
	Can children generate historically valid questions and inferences based on photographic evidence?																				
Lesson 5	Can children describe what evacuation was and why it was implemented?																				
	Can children use information from oral testimonies to explain how people's experience of evacuation varied?																				
	Can children make connections between the past and present and suggest how an evacuation programme today would be different?																				
Lesson 6	Can children explain why Jewish people - and others - were persecuted and killed by the Nazis?																				
	Can children explain how Nazi's policies towards the Jewish people changed over time?																				
	Can children tell you who Anne Frank was and suggest reasons why her diary is an important historical record?																				
Lesson 7	Can children select, organise and communicate reliable and relevant information in response to a historical research question?																				
	Can children critically evaluate contrasting interpretations of the past and explain how and why they are different?																				
	Can children draw well-informed conclusions about interpretations of the past based on their own historical research, analysis and reasoning?																				