

Art

1	To know how to design an effective propaganda poster.
2	To know about the artist, Paul Nash and his work.
3	To improve mastery of oil pastel techniques.

- KS2 - to create sketch books to record their observations
- KS2 - to use sketchbooks to review and revisit ideas
- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to know about great artists in history

Computing

1	To know how to create and use a cipher.
2	To create a ciphered code using formulae.

- KS2 - to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- KS2 - to use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- KS2 - to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Music

1	To recognise the importance of music during World War Two.
2	To improvise and compose a Blitz soundscape.

- KS2 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- KS2 - improvise and compose music for a range of purposes using the inter-related dimensions of music
- KS2 - listen with attention to detail and recall sounds with increasing aural memory
- KS2 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- KS2 - develop an understanding of the history of music

The World at War

A KS2 cross-curricular topic for Year 5 and 6

History

1	To investigate the causes of World War Two.
2	To know about the different organisations and people who contributed to the war effort.
3	To understand the impact of rationing during World War Two.
4	To find out about the Blitz and the communities affected by it.
5	To know about evacuation and its impact on the people involved.
6	To understand the significance of the Holocaust.
7	To use historical enquiry skills to research, and draw conclusions about, the past.

- KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- KS2 - have a chronologically secure knowledge and understanding of British, local and world history
- KS2 - establish clear narratives within and across the periods they study.
- KS2 - make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events
- KS2 - develop the appropriate use of historical terms
- KS2 - address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance
- KS2 - construct informed responses that involve thoughtful selection and organisation of relevant historical information
- KS2 - understand how our knowledge of the past is constructed from a range of sources
- KS2 - assess how and why contrasting interpretations of the past have been constructed

Geography

1	To use maps to find out how the alliances of World War Two changed over time.
2	To describe the geography of key battlegrounds.

- KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- KS2 - record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

DT

1	To research and plan a commemorative space or item.
2	To make and evaluate a prototype for a commemorative space or item.

- KS2 - 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
- KS2 - to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - to 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
- KS2 - to investigate and analyse a range of existing products
- KS2 - to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

The World at War

Teacher's Topic Planner

Maths

English

Science

Computing
2 Lessons

PlanBee 

History
7 Lessons

PlanBee 

Geography
1 Lesson

PlanBee 

RE

Art
3 Lessons

PlanBee 

DT
3 Lessons

PlanBee 

Languages

Music
2 Lessons

PlanBee 

The World at War : Cross-Curricular Topic : Year 5/6

Teacher's notes:

Geography

History

Art

DT


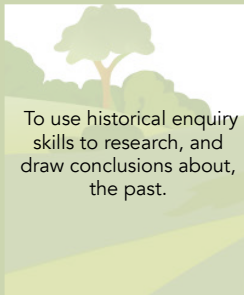
Music

Computing

The World at War : Cross-Curricular Topic : Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate the causes of World War Two.	This initial session looks at when and where World War Two took place, who was involved and why war broke out. Children will explore the difference between historical events and causes before using a diamond nine grid to rank the causes of the Second World War from most to least important.	<ul style="list-style-type: none"> 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 significance of a range of causes? 	<ul style="list-style-type: none"> Slides Cause Cards Diamond Nine Grid 1A/1B Explanation Sheet Challenge Cards (FSD? activity only) Knowledge Organiser 1A/1B/1C (FSD? activity only) Learning Support Cards 1A/1B/1C (FSD? activity only)
Lesson 2	To know about the different organisations and people who contributed to the war effort.	In this lesson, children will learn about the different organisations and people involved in Britain's war effort from across the British Empire. Children will analyse the biographies of a range of people who contributed to the war effort and chart the similarities and differences between their backgrounds, roles and experiences.	<ul style="list-style-type: none"> Do children know what is meant by the term 'war effort'? Can children describe some of the responsibilities of the organisations involved in the war effort? Can children explain how the experiences of the people who contributed to Britain's war effort varied by their role and background? 	<ul style="list-style-type: none"> Slides Biographies 2A/2B/2C/2D/2E/2F Summary Chart Example Relationships Web (FSD? activity only) Challenge Cards (FSD? activity only) Glossary
Lesson 3	To understand the impact of rationing during World War Two.	Children move their attention to look at Britain's home front and start by discussing what rationing was and why it was necessary. They will investigate different historical sources to discover what was rationed and how the rationing system worked before bringing the process to life with an engaging rationing role play activity.	<ul style="list-style-type: none"> Can children describe what rationing was and why it was necessary? Can children describe some of the ways that rationing impacted on people (limited choices, reduced quantities, fair access). Can children suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale? 	<ul style="list-style-type: none"> Slides Rationing Information Sheet Newspaper Template 3A/3B/3C Picture Sheet Challenge Cards Role Cards (FSD? activity only) Rationing Book (FSD? activity only) Grocery Cards FSD? activity only) Ration List (FSD? activity only) Help Sheet (FSD? activity only)
Lesson 4	To find out about the Blitz and the communities affected by it.	During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the German Luftwaffe. Children will analyse photographs from the time to apply their learning and generate historically valid inferences and questions about the impact of the Blitz. Alternatively, children can create poems to express their understanding.	<ul style="list-style-type: none"> 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 create historically valid inferences and questions based on photographic evidence? 	<ul style="list-style-type: none"> Slides Photograph Cards See, Think, Wonder, Cards Word Bank Blitz Poem Examples Blitz Poem sheets (FSD? activity only)
Lesson 5	To know about evacuation and its impact on the people involved.	During this session, children will learn about evacuation and explore why the government felt that Operation Pied Piper was necessary. Children will analyse a range of oral testimonies from evacuees, parents and host families to investigate people's different experiences of evacuation.	<ul style="list-style-type: none"> Can children explain 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? 	<ul style="list-style-type: none"> Slides Oral Testimony 5A/5B/5C/5D/5E/5F Question Cards 5A/5B Response Sheet Factor Sheet (FSD? activity only)

The World at War : Cross-Curricular Topic : Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	To understand the significance of the Holocaust. 	This lesson explores how Hitler's beliefs about race led to the persecution of the Jews across Nazi Europe, culminating in the Holocaust. Children will use the story of Anne Frank and extracts from her diary to understand the impact of the Holocaust on the Jewish people in an age-appropriate manner.	<ul style="list-style-type: none"> • Can children explain why Jewish people - and others - were persecuted and killed by the Nazis? • Can children explain how Nazi 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? 	<ul style="list-style-type: none"> • Slides • Policy and Impact Cards • Policy Analyser 6A/6B • Answer Sheet 6A/6B • Word Mat • Brochure Template 6A/6B (FSD? activity only)
Lesson 7	To use historical enquiry skills to research, and draw conclusions about, the past. 	In this final lesson, children will apply the vocabulary, knowledge and skills they have developed during the unit to plan and carry out their own historical research and to draw their own conclusion as to whether the Allies would have won the war without the contribution of the British Empire. Alternatively, children undertake self-led research about the events leading up to the end of the war. An End of Unit Quiz is also provided.	<ul style="list-style-type: none"> • Do children know how to access information relevant to the enquiry? 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. 	<ul style="list-style-type: none"> • Slides • Planning Sheet • Information Sheet 7A/7B/7C • Enquiry Sheet • Fact Sheet (FSD? activity only) • Picture Sheet (FSD? activity only) • Timeline (FSD? activity only) • Books, artefacts, computers • End of Unit Quiz

The World at War : Cross-Curricular Topic : Year 5/6

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know how to design an effective propaganda poster.	In this lesson, children will explore and discuss the features of different propaganda posters. They will find out why the government released propaganda during the war and discuss the impact and effectiveness of the different propaganda techniques and design features used in the posters of the time. Children apply their understanding by creating their own propaganda-style poster, drawing on the features studied.	<ul style="list-style-type: none"> 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? 	Slides Propaganda Posters Sheet Poster Cards 1A-H Blank Poster Poster with Slogan 1A-C Vocabulary Mat Design Sheet (FSD? activity only)
Lesson 2	To know about the artist, Paul Nash and his work.	In this next lesson, children find out about the role of war artists and learn about Paul Nash and his work. They will analyse a range of Nash's paintings and examine their composition, colour palette, texture and mood. To apply their skills, children choose a painting to analyse in more depth. Alternatively, children can create a Biography for Paul Nash which includes their response to his work.	<ul style="list-style-type: none"> 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? 	Slides Painting Mat Paintings for Sketchbooks Painting Analyser Painting Analysis Aid Example Biography Biography Template 2A/B (FSD? activity only) Challenge Card (FSD? activity only)
Lesson 3	To improve mastery of oil pastel techniques.	In this final lesson, children will recreate a painting by Paul Nash. First, children are introduced to a range of oil pastel techniques to create different tones and textures - including blending, layering, scumbling and hatching. They are given the opportunity to experiment with these techniques before applying these to recreate their chosen painting.	<ul style="list-style-type: none"> 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? 	Slides Paintings Mat Oil Pastel Techniques Skills Sheet 3A/B/C/D/E/F Gridded Painting 3A/B/C/D/E/F Planning Sheet (FSD? activity only) Black paper, oil pastels and cotton buds

The World at War : Cross-Curricular Topic : Year 5/6

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know how to create and use a cipher.	In this lesson, children are introduced to the importance of ciphers, secret messages and code breaking during World War Two. Children learn about the features of spreadsheets as well as how to enter, organise and manipulate data before using their knowledge to create a cipher. Children then use their cipher to decrypt coded words and messages. Alternatively, children learn how to link text to numeric values and encrypt and decrypt coded messages relating to tank movements.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Worksheet 1A/1B/1C</p> <p>Answers</p> <p>Co-ordinate Instructions (FSD? activity only)</p> <p>Co-ordinates Challenge Sheet 1A/ 1B (FSD? activity only)</p>
Lesson 2	To create a ciphered code using formulae.	In this lesson, children build on their understanding of using spreadsheets to make a more complex spreadsheet cipher. Children learn how to input basic formulae into a spreadsheet in order to create sets of random numbers and letters. They then use this to send and decrypt coded WW2-themed words to one another. Alternatively, children play a fun game similar to 'battleships' in which they use a spreadsheet to generate a randomised set of co-ordinates.	<ul style="list-style-type: none"> 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? 	<p>Message Sheet 2A/2B/2C</p> <p>Formulae Instructions</p> <p>Word Bank</p> <p>Battletanks Board (FSD? activity only)</p>

MUSIC				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise the importance of music during World War Two.	Children will reflect on how music was used during the war to keep up morale for the soldiers and for the people at home. They will be introduced to Vera Lynn and how her songs inspired hope for people during the war. The children have the opportunity to listen and appraise the songs and recreate them in the classroom.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Lyrics Sheet 1A/1B</p> <p>Accompaniment Sheet 1A/1B</p> <p>Xylophones/Glockenspiels</p> <p>Lyrics Sheet 1C (FSD? activity only)</p>
Lesson 2	To improvise and compose a Blitz soundscape.	Children use sound clips from the Imperial War Museum Sound Archive and photographs to inspire a Blitz soundscape. Children experiment with altering the pitch, tempo, rhythm and dynamics of sounds using different instruments before bringing their sound layers together into a soundscape to perform. Children are encouraged to record their composition as a graphic score, marking the beats for each instrument with symbols.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Challenge Card 2A/2B/2C</p> <p>Photo Cards</p> <p>Score Chart 2A/2B</p> <p>Selection of tuned and untuned instruments</p>

The World at War : Cross-Curricular Topic : Year 5/6

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use maps to find out how the alliances of World War Two changed over time.	In this lesson children will use maps to find out about the shifts in alliances during World War Two and the territories that they controlled during World War Two. Children will learn how to use atlases and geographical information systems to locate countries. They will also learn how to interpret the thematic maps provided to identify changes in alliances and territorial shifts over the course of the war.	<ul style="list-style-type: none"> • 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 Two? 	Slides World Maps 1A/1B/1C Observation Sheet 1A/1B/1C Record Sheet 1A/1B/1C (FSD? activity only) Explanation Sheet (FSD? activity only) Teacher Instructions (FSD? activity only) Tablets/Computers (FSD? activity only)
Lesson 2	To describe the geography of key battlegrounds.	In this lesson, children will consolidate their understanding of physical and human geographical features and come to appreciate the diverse nature of the battlegrounds and warfare during World War Two. Children will look in depth at the geography of Imphal, northern India, where Allied and Axis forces clashed, before applying their understanding to the creation of a news report based on their research of the physical and human geography of other key battlegrounds.	<ul style="list-style-type: none"> • 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? 	Slides New Report Challenge Card Fact Sheet 2A/2B/2C Green Screen Cloth (optional) Diorama Challenge Card FSD? activity only) Shoeboxes and materials for diorama building: cardboard, lollipop sticks, plasticine, glue etc. (FSD? activity only) Atlases or access to GIS via tablets/computers

The World at War: Cross-Curricular Topic : Year 5/6

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To research and design a commemorative space or item.	In this lesson, children will learn about the different ways we can commemorate the past before researching and designing a space or product which commemorates an individual, group or event associated with World War Two. Children first learn how to develop a design brief and to set their own design criteria before creating an annotated sketch to communicate the ideas for their design.	<ul style="list-style-type: none"> Do children understand the terms design brief and design criteria? Can children develop appropriate design criteria to guide the creation of their commemorative item? Do children's designs address the product's intended audience, purpose, features, materials, aesthetics and quality standards? 	Slides Picture Mat Word Bank Idea Cards Design Sheet 1A/B Challenge Card (FSD? activity only) Feature Cards (FSD? activity only) Design Sheet 1C (FSD? activity only)
Lesson 2	To make and design a prototype for a commemorative space or item.	In this session, children have the opportunity to work safely and accurately with a range of materials and tools in order to create a prototype for their commemorative product. Children learn about the importance of creating a plan of work to guide the making process and have an opportunity to create their own before they begin to construct their prototype. Alternatively, children can use CAD software to create a digital prototype of a commemorative space for their local area.	<ul style="list-style-type: none"> 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? 	Slides Sorting Cards Planning Sheet 2A/2B Example Plan of Work Word Bank Evaluation Sheet 2A/2B Design Sheets from previous lesson A range of constructions tools, equipment and materials or access to CAD software (FSD? activity only)