

Cross-Curricular Assessment : World War 2 : KS2 : Y3/4

Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																					
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Lesson 1	Can children follow a recipe to create a wartime dish?																								
	Can children work carefully to follow food hygiene rules?																								
	Can children evaluate their work?																								
Lesson 2	Can children construct a working circuit with a buzzer?																								
	Can children experiment with appropriate materials to use for a button/switch that conducts electricity?																								
	Can children evaluate their work?																								
Lesson 3	Can children develop their ideas and create a working design?																								
	Can children follow a design to make a gas mask and carry case?																								
	Can children evaluate their work?																								
Art																									
Lesson 1	Can children use the grid method to translate an image?																								
	Can children use a variety of shading techniques to create different tones and textures?																								
	Can children evaluate, and suggest ways to improve, their work?																								
Lesson 2	Can children identify light, dark and mid-tones in an image?																								
	Can children match the tones in their picture to those in the original image?																								
	Can children discuss the impact of using different tones in their pictures?																								

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Computing

Lesson 1

- Do children know what Morse code was and why it was an important form of communication?
- Can children decipher letters and phrases in Morse code?
- Can children communicate using Morse code?

Lesson 2

- Can the children explain why keeping information secret was important during World War Two?
- Can the children create a cipher wheel and use it to decrypt messages?
- Can the children explain the meaning of the term 'encryption'?

Geography

Lesson 1

- Do children understand the terms: country, continent and border?
- Can children use an atlas or geographical information system to help them locate different countries?
- Can children use geographical information to consider an historical question?

Lesson 2

- Can children explain what a time zone is?
- Can children compare and calculate times of day and night using information about a location and its time zone?
- Can children suggest how time zones could influence the planning and execution of military operations during the war?

Music

Lesson 1

- Do children recognise some popular WW2 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 WW2?

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?

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History																					
Lesson 1	Can children describe why the war is referred to as 'World War Two' ?																				
	Can children recall some of the key facts associated with World War Two?																				
	Can children suggest why the events of World War Two are significant?																				
Lesson 2	Can children describe what is meant by the 'war effort'?																				
	Can children describe some of the organisations involved and outline their different responsibilities?																				
	Can children explain the varied experiences of people who contributed to Britain's war effort by their role and background?																				
Lesson 3	Do children know what rationing was and why it was necessary?																				
	Can children describe some of the foods and other supplies that were rationed and how rations varied for different groups?																				
	Can children describe some of the ways that rationing impacted on people?																				
Lesson 4	Can children recall what the Blitz was and which areas were targeted?																				
	Can children describe some of the British military and civilian responses to the Blitz?																				
	Can children generate historically valid questions and make inferences from photographs?																				
Lesson 5	Can children recall base facts about the evacuation programme (what it was, why it took place and who was involved)?																				
	Can children use oral testimonies to describe the different experiences of those involved?																				
	Can children identify the strengths and limitations of using oral testimony to find out about evacuation?																				
Lesson 6	Can children name the groups of people who experienced persecution and violence in Nazi Europe?																				
	Can children explain why Jewish people - and others - were persecuted and killed by the Nazis?																				
	Do children know who Anne Frank was and can they suggest why her diary is an important historical record?																				
Lesson 7	Can children summarise key information from a range of resources?																				
	Can children assess the relevance, reliability and usefulness of a range of sources?																				
	Can children select and organise relevant historical information to communicate their findings in a structured response?																				