

World War 2 : Cross-Curricular Topic : Year 3/4

History

1	To investigate the start 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 impact it had.
5	To know about evacuation and its impact on the people involved.
6	To understand the significance of the Holocaust.
7	To research, and draw conclusions about, life in World War Two.
<ul style="list-style-type: none"> • KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	

Computing

1	To investigate how Morse code was used during World War Two.
2	To understand how to create and use a cipher wheel.
<ul style="list-style-type: none"> • KS2 - 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 	

World War 2

A KS2 cross-curricular topic for Year 3 and 4

Geography

1	To locate the countries of the Allies and the Axis powers using an atlas or geographical information system.
2	To identify the time zones of key battlegrounds.
<ul style="list-style-type: none"> • 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 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	

Music

1	To recognise the importance of music during World War Two.
2	To improvise and compose a Blitz soundscape.
<ul style="list-style-type: none"> • 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 	

Art

1	To improve pencil sketching skills.
2	To use a range of tones to create a Blitz skyline.
<ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials 	

DT

1	Work within the limits of rationed ingredients to create a wartime dish.
2	Create a Morse code key and using it to sound out Morse code.
3	Create a replica gas mask and explore what they were for and when they were used.
<ul style="list-style-type: none"> • 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - 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 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand how key events and individuals in design and technology have helped shape the world • KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	

World War 2

Teacher's Topic Planner

Maths

English

Science

Computing
2 Lessons

PlanBee 

History
7 Lessons

PlanBee 

Geography
2 Lessons

PlanBee 

RE

Art
2 Lessons

PlanBee 

DT
3 Lessons

PlanBee 

Languages

Music
2 Lessons

PlanBee 

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Teacher's notes:

Geography

History

Art

DT

Music

Computing

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate the start 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 learn key topic vocabulary and explore the historical and global context of the war before creating their own Knowledge Organiser. Alternatively, children take part in an activity carousel.	<ul style="list-style-type: none"> 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? 	Slides Knowledge Organiser 1A/1B/1C Axis and Allied Powers Mats Timeline Challenge Cards (FSD? activity only) Carousel Cards 1A/1B/1C (FSD? activity only) Axis and Allied Powers Grids (FSD? activity only)
Lesson 2	To know about the different organisations and people who contributed to the war effort.	In this second lesson, children will learn about the different organisations involved in Britain's war effort. Children will look at case studies of people from across the British Empire who worked in the armed forces and special operations and take part in a walk and talk to find out about their different roles, backgrounds 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 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? 	Slides Sketch Sheet Role Cards 2A/2B/2C/2D/2E/2F Military Record Card 2A/2B/2C (FSD? activity only) Word Mat (FSD? activity only) Picture Cards (FSD? activity only)
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"> 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 (limited choices, reduced quantities, fair access). 	Slides Role Cards Rationing Book Grocery Cards Ration List Help Sheet Worksheet 3A (FSD? activity only) Wartime Party Sheet (FSD? activity only)
Lesson 4	To find out about the Blitz and the impact it had.	During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the 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 generate historically valid questions and make inferences and ask questions based on photographic evidence? 	Slides Photograph Cards 4A/4B/4C/4D/4E/4F See, Think, Wonder, Cards 4A/4B/4C/4D/4E/4F Word Bank Blitz Poem Examples (FSD? activity only) Blitz Poem Sheets (FSD? activity only)
Lesson 5	To know about evacuation and its impact on the people involved.	During this session, children will explore a range of sources to find out about Operation Pied Piper. Children will then analyse oral testimonies from evacuees, parents and host families to look at people's different experiences of evacuation. Alternatively, children can deepen their understanding of the tough decisions parents had to make by taking part in a Conscience Alley.	<ul style="list-style-type: none"> Can children recall basic facts about evacuation? Can children use oral testimonies to describe the differences in the experiences of those involved (evacuees, parents, host families etc.)? Can children explain the strengths and limitations of using oral testimony to find out about the evacuation programme? 	Slides Oral Testimony 5A/5B/5C/5D/5E/5F Question Sheet Response Sheet 5A/5B/5C Factor Cards (FSD? activity only)

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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 other groups - were persecuted and killed by the Nazis? Can children make links between Nazi policies and the impact on the Jewish population? Do children know who Anne Frank was and suggest reasons why her diary is an important historical record? 	Slides Story Sheet 6A/6B/6C Event Cards Word Mat Answer Sheet Daily Routine 6A/6B (FSD? activity only)
Lesson 7	To research, and draw conclusions about, life in World War Two.	In this final lesson, children will use and apply the vocabulary, knowledge and skills they have developed during the unit to plan and carry out their own self-led research about the events leading up to the end of the war. Alternatively, children undertake research to determine what their lives would have been like if they had lived at the time of World War Two. An End of Unit Quiz is also provided.	<ul style="list-style-type: none"> 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? 	Slides Picture Sheet Fact Sheet Group Planning Sheet Photograph Sheet (7A/7B/7C) Research Sheet (7/7B/7C) Enquiry Sheet (FSD? activity only) Response Sheet 7A/7B (FSD? activity only) Resource Sheets 7A/7B/7C/7D/7E (FSD? activity only) End of Unit Quiz

World War 2 : Cross-Curricular Topic : Year 3/4

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To improve pencil sketching skills.	This lesson gives children the opportunity to sketch an aeroplane flown in World War Two, using the grid method to ensure that their aircraft is sketched out accurately, in proportion. Children will also have the opportunity to practise a range of shading techniques to create different tones and textures before applying these skills to their own sketch.	<ul style="list-style-type: none"> • 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? 	Slides Shading Strips Picture Cards 1A/1B Drawing Sheet 1A/ 1B Shading Bookmark Aircraft Cards 1A/1B (FSD? activity only) Squares of paper (FSD? activity only) Sketching pencils, ruler and rubber
Lesson 2	To use a range of tones to create a Blitz skyline.	In this lesson, children learn how to use a stencil and different tones of chalk pastel to create a Blitz image - like the photograph of St.Paul's Cathedral in London, surrounded by fire, smoke and damaged buildings. First, children will analyse a series of photographs, discussing tone, contrast and composition. Then, they will make stencils for their building's silhouette and discover how to layer and blend chalk pastels before creating their own image.	<ul style="list-style-type: none"> • 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? 	Slides Photograph Mat 2A/2B Photograph 2A/2B Stencil 2A/2B Stencil Instructions 2A/2B Sketching Instructions Step-by-Step Instructions (FSD? activity only) Stencil 2C (FSD? activity only) Cards (for stencils), black paper, scissors, pencil, ruler, monotone or coloured chalk pastels

World War 2 : Cross-Curricular Topic : Year 3/4

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate how Morse code was used during World War Two.	Children will investigate the use of Morse code in World War Two and how it helped communications. They explore the difference between 'dits' and 'dahs' and use a binary code flow chart to decode different letters. Children then apply this technique to create or decode Morse code messages.	<ul style="list-style-type: none"> 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? 	Slides Worksheet 1A/1B Morse Code Chart sheet Morse Code Alphabet sheet Torches Access to internet (FSD? activity only)
Lesson 2	To understand how to create and use a cipher wheel.	In this lesson, children discover why keeping information secret was crucial to the success of the Allied war effort. They will learn about the key role played by men and women of Bletchley Park in deciphering messages sent by the German forces. Children will create a cipher wheel and use it to decrypt secret World War Two messages.	<ul style="list-style-type: none"> 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'? 	Cipher Wheel Template Sheet 2A/2B/2C Worksheet 2A/2B/2C Scissors and split pins (not provided) Cipher Cards (FSD? activity only) Worksheet 2D (FSD? activity only)

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To locate the countries of the Allies and the Axis powers using an atlas or geographical information system.	Children will learn about the countries which fought in the Allied and Axis alliances during World War Two. They will learn how to use an atlas or a geographical information system to locate these countries before applying their skills independently. Children also use maps to consider which alliance had the advantage based on the number and area of the territories controlled.	<ul style="list-style-type: none"> 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 answer an historical question? 	Slides World Map 1A/1B Challenge Card 1A/1B/1C Google Earth Challenge (FSD? activity only) Google Earth Teacher Instructions (FSD? activity only) Tablets/Computers (FSD? activity only)
Lesson 2	To identify the time zones of key battlegrounds.	In this lesson, children find out what time zones are, why we have them, and the role these played in planning and carrying out military operations during World War Two. Children practise comparing and calculating the differences in the time of day and night between different key World War Two battlegrounds and locations.	<ul style="list-style-type: none"> 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? 	Slides Time Zone Map Time Zone Question Sheet 2A/2B/2C Answers Time Cards (FSD? activity only) Battleground Cards (FSD? activity only)

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DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to work safely with foods to create a wartime dish.	Children will learn about the restrictions that were placed upon people and their diets during the war because of rationing. They will discover how wartime families were creative with the ingredients they could obtain and made many different recipes to use every bit of food they had and not let anything go to waste. The children can then try their hand at some wartime recipes, evaluating the dishes after making them.	<ul style="list-style-type: none"> • Can children follow a recipe to create a wartime dish? • Can children work carefully to follow food hygiene rules? • Can children evaluate their work? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C/1D/1E • Ingredients (depending on recipe followed) • Mixing bowls, sieves, baking trays, etc. (depending on recipe followed) • Aprons • Wartime Party sheet (FSD? activity only) • Challenge Cards (FSD? activity only)
Lesson 2	To be able to create a Morse code key.	After learning about Morse code and the role it played in communications during the war, the children are challenged to construct an electrical circuit to create their own Morse code key to use when sending a message. They will need to think about how their key will produce the dits and dahs in the code as well as how they will make the switch.	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Morse code letters and numbers • Wires, batteries, buzzers, etc. • Items for making the button/switch (e.g. teaspoons, aluminium foil, metal buttons, etc.) • A3 paper (FSD? activity only)
Lesson 3	To be able to design, make and evaluate a replica gas mask and carry box.	In this lesson the children will look further into the use of gas masks during the war and why it was required for everyone to carry one at all times. They will investigate the gas masks worn by children and are challenged to create their own gas mask using available materials. Alternatively, they are asked to design bespoke masks for people with different needs.	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C/3D • Materials e.g. card, string, OHP paper, paper/ plastic cups, etc. • Tools e.g. scissors, craft knives, staplers, masking tape, etc. • Challenge Cards (FSD? activity only)

World War Two : Cross-Curricular Topic : Year 3/4

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 to 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>