

ENTRY POINT: Eden Camp

Exit Point: WW2 Day

## HISTORY

### Local WW2

Place the events of the war in chronological order

- By researching the battle of Britain – children identify and describe reasons for and the results of historical events
- Study of evacuees – find out about the attitudes and experiences of men, women and children

## RE

Religious Communities and Peace.

- Preachers and teachers
- Exploring worship
- Earth, water and fire
- Pilgrimage

DT WW2 Savoury Cookery.

- To learn about the need for a healthy, varied and Balanced diet.
- To name and describe the ingredients used.
- To know and practise the hygiene rules for cooking preparation.
- To name and demonstrate appropriate use of tools in preparing ingredients.
- To develop cooking skills of chopping vegetables using a knife.
- Evaluate their finished dish in terms of nutrition and taste
- To follow the journey of veg from growing on the plant to being an ingredient
- To know that different foods have different seasons and are ready at different times in the year.

## ART

- To produce creative work, exploring their ideas and recording their experiences
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques in drawing with a range of materials

## Cycle B Autumn : WW2

### (Objectives)

SCIENCE—**Life cycles of plants and animals** (SEE KENT SCHEME OF WORK)

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

## MUSIC

### WW2 Songs

- Musical composition - create ideas following a given structure and theme to create a soundscape—The Blitz
- <http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips>

## GEOGRAPHY

### Study of Uk and Europe

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (not local) and a region in a European country.
- Learn the location of countries involved in the second world war.

## COMPUTING

- To use programming commands to develop games.
- To use 'if' and 'when' commands to make different elements of the program interact with each other.
- To use subroutines and repeat commands to increase the efficiency and complexity of programs.
- To create a game that has an easy to use interface so that the programmer does not need to explain it themselves.
- Be discerning when evaluating digital content

ENTRY POINT: EDEN CAMP TRIP

EXIT POINT: VE DAY PARTY

**GEOGRAPHY:**

- Outline template of Europe map—write on where they think countries are. Repeat at end as assessment.
- Learn the position of countries through drawing outline shapes of their given country on the playground, taking note of borders, land and sea.
- Rivers -plot major rivers of Europe and the UK
- Diagrams /trace source to mouth
- Map out the countries that were involved in the war and look at geographical advantages and disadvantages of their location

**RE**

- Consider what it means to live and work in a community group . Explore various aspects of belonging and what it means in practice, day to day.
- Reflect upon and respond to issues such as global responsibility and citizenship
- Look at who influences our lives.
- When and where do people worship?
- Explore symbolism within religions and life.
- Find out about places people journey to , that hold special significance to them. Examine why particular places are special to different religions and groups.
- Look at the Jewish religion and in particular the experience of Jewish children during WW2(**CCHis**)

**DT**

- Rationing
- Look at rationing and what people got each week and look at recipes.
- Create a wartime recipe using carrot and beetroot for sweet recipes—Link to VE day party

**MUSIC:**

- Study music during 1940s
- Learn a range of WW2 songs
- Use chime bars to play the melody of ‘White Cliffs of Dover’
- Compose an untuned percussion piece about the Blitz

**Cycle B Autumn : WW2  
(Activities)**

**SCIENCE:**

- Look at the features that define a living thing—Sort living things into different categories—write brief explanations about the features to say how they show themselves in different living things.
- Look at reproduction in different plants and animals—label the parts of a flower, write an explanation text (**CCL**)
- Investigate taking cuttings from plants and how they can still reproduce
- Research life-cycles for mammals, birds, insects, reptiles and amphibians, and plants
- Write an explanation text of an animal of their choice

**ART: LINE DRAWING**

- Propaganda posters—concentrate on the positioning and line drawing. Complete with paint
- Observational drawing of aeroplanes, tanks, subs etc. using shading pencils

**HISTORY :**

- Research activity about key figures
- Background to the decision to go to war - research—listen to speeches and look at old newspapers. Create own newspaper report (**CCL**)
- Graphic novel of Baedeker raids
- Local study of York during WW2—Walk around York to key sites.
- Create a living timeline on which to illustrate events as we teach them
- Evacuees— Make gas mask box and label, possible trip to railway station linked to evacuee poem (**CCL**)
- Rationing - Cookery, creating recipes from war time(**CCDT**)
- Blitz/Dunkirk—Write a poem about how they might have felt during the Blitz (**CCL**)
- **SPY DAY** –Morse code (**CCDT and (CCSc)**)
- Research implications for Jews during WW2 (**CCLRE**)
- Research the effects on every day life during the war—women at work, bomb shelters, air raids etc.

**COMPUTING:**

Use PowerPoint programme to create a quiz using effective programming methods.