

Topic: World War 2

Cycle Year: 1

Term: Spring (Trip RAF Cosford or Weston Park)

Personal, Social, Health and Emotional Development:
(including Relationships and Sex Education). Pupils will have the opportunity to explore:



Dreams and Goals:

- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get there
- Goals in different cultures
- Supporting others (charity)
- Motivation

Healthy Me

- Smoking, including vaping
- Alcohol and anti-social behaviour
- Emergency aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour

Religious Education:

Why is the Torah so important to Jewish people?

• Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

What do Christians believe Jesus did to 'save' people?

• Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.

PE:

- Invasion Team Games: possession and strategy. Application to hockey, rugby, football, netball, basketball.
- Dance: consider different dance styles e.g. big band/swing - visiting specialist?
- Gymnastics: unit delivered at Lacon on the next level of gymnastic equipment - focus on control, tension, extension, aesthetically pleasing and extension of skills.

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Descriptions of a scene e.g. animals/pets/colours/people/sports/weather/seasons
- Understanding plurals
- Colours - incl agreement of colours and adjectives
- Numbers 70- 100
- Developing an understanding of French speaking countries
- Talking about me, my family and other people (extended family)
- Describing yourself: Décris-toi (Hair, eyes, tall/short/medium sized, personality, emotions, hobbies/likes/dislikes)

Please see French progression map for further guidance

As historians we will study:

World War 2 which will extend pupils' chronological knowledge. We will be venturing back in time to a time when Britain was at war with Germany. Using our acting skills, we will consider what it was like to be a child growing up in Britain during World War Two and to be evacuated. Through research, we will be exploring the 'Battle of Britain' and gaining a better appreciation of Remembrance Day.

Towards the end of our topic, during sensitive circle time discussions, we will talk about the treatment of Jews when Hitler was in power and the Holocaust. Please see history progression map for further guidance

As geographers we will:

- Study Birmingham pre and post war compared to modern day.
- Study photographs, aerial photographs and maps of Birmingham pre - war, post war and present day.
- Compare maps and aerial photographs.
- Make comparisons and reflect on the reasons for the differences.
- Study population numbers throughout the course of WW2 and reflect on the reasons for changes.
- Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes.
- Explore maps of Europe and the world as we identify where key events took place during WW2. We will use maps to demonstrate Hitler's invasion across Europe.

Please see geography progression map for further guidance

As designers we will focus on:

Food - healthy and varied diet WW2

We will:

- Demonstrate how to measure cut, slice and prepare ingredients for soup (link to grow your own veg)
- Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.
- Ask questions about which ingredients could be changed or added in a basic recipe. Consider texture, taste, appearance and smell.

Please see DT progression map for further guidance

As artists we will focus on:

Developing water colour techniques using the theme of poppies

Develop charcoal techniques for silhouettes

Introduce and use perspective, fore/back and middle ground

Please see Art progression map for further guidance

As musicians we will:

- Have fun considering the changing styles in music over the decades since the 1930's.
- Learn and accompany singing games and WWII songs that would have entertained people in the air raid shelters.
- Learn about the chromatic scale and use it to help compose siren music and soundscapes.
- We will look at the Big Band/Swing music and use the structure of this music to compose our own versions.

(MC Please see Music skills sheets for further guidance)

As experts in computing we will focus on:

- Multimedia presentations about WW2 thinking about hyperlinks and animations
- Using databases to store, question and search (2question; 2investigate 5.4)

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables

Properties and changes of materials:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- STEM investigation: Fireworks in a jar
STEM investigation on dissolving where children learn about the properties of materials and then design an investigation on dissolving. It promotes enquiry skills in a context, looking at how to create a fair test by changing one variable to see how it affects the rate that salt dissolves in water.

Animals, including humans:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Please see science progression map for further guidance.

Develop our English skills through the stimuli of:

- Our trip to RAF Cosford to write a recount.
- Poetry - Blitz
- The Piano - narrative
- Goodnight Mr Tom - Letter, Diary
- Aldolphus Tips
- Letters from the Lighthouse by Emma Carroll

Please see skills and knowledge in year group assessment sheets for further information.

Develop our Maths skills through key foci:

- Reasoning and problem solving
- Reading, writing and converting between standard units, measurements of length, mass, volume and time from a smaller unit of measure to a larger unit
- Recognising that shapes with the same areas can have different perimeters and vice versa
- Recognising when it is possible to use formulae for area and volume of shapes
- Calculate, estimate and compare volume of cubes and cuboids using cm^3 and m^3 , and extending mm^3 and km^3
- Properties of Shape, position and direction
- I can draw 2-D shapes using given dimensions and angles
- I can recognise, describe and build simple 3-D shapes, including making nets

Please see skills and knowledge in year group assessment sheets for further information.

