

Holywell C of E Primary School	Autumn Term 2021	Squirrels– Year 5 & 6
<p>2. What will the children know? World War 2 (Main theme)</p> <p>1. The Outbreak of War Children will develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</p> <p>2. Evacuation Children will construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.</p> <p>3. Rationing Children can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p> <p>4. The Role of Women Children can construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.</p> <p>5. The Holocaust Children can construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II.</p> <p>6. Key Events Children can continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.</p>	<p>3. What will every learner experience? Stunning start: WW2 Dress up day Explore artefacts St George's House Residential Appledore Book Festival (author visit) Fantastic Finish: WW2 Ration Recipes + 'feast'</p>	<p>4. What will the children wonder about? Earth and Space Spherical Bodies Children can describe the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained. Identify scientific evidence that has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view. The Planets Children can describe the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system. Geocentric Versus Heliocentric Children can describe the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories. Identify scientific evidence that has been used to support or refute ideas or arguments in the context of the shift from geocentric models of the solar system to heliocentric models. Night and Day Children can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation. Identify scientific evidence that has been used to support or refute ideas or arguments in the context of the evidence for the Earth's rotation. Night and Day International Children can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth. Report and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations in the context of investigating night and day. Movement of the Moon Children can describe the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth. Make do and mend Children can understand the concept of 'Make do and Mend' in the context of 20th Century rationing. Children can explain why rationing was used and what was rationed. Focus on how clothing rations affected families and how they were often able to adapt to the situation. Biomes: Describe and understand key aspects of: Savannah – Where are they in the World? What is the landscape? What is the weather like? What animals live there? Desert – Where are they in the World? What is the landscape? What is the weather like? What animals live there? Temperate Forest – Where are they in the World? What is the landscape? What is the weather like? What animals live there? Rainforest – Where are they in the World? What is the landscape? What is the weather like? What animals live there? Taiga Forest – Where are they in the World? What is the landscape? What is the weather like? What animals live there? Tundra – Where are they in the World? What is the landscape? What is the weather like? What animals live there? Drawing, Painting Curriculum Companion 'Capturing Conflict' Paul Nash. Link to other war artists. E.g. Henry Moore sketches of the blitz/London underground. • How did Paul Nash show an element of Surrealism in his early artwork as a child? • Which artists provided early inspiration for Nash? • How did Nash's own experiences of war impact on his style of art? • List some of the materials that Nash used to create artwork. • Why did Nash use a mirror when painting? • How did Nash mix his oil colours? • Describe the features of the painting Totes Meer. • Why do you think Nash described the planes as 'enchanted monsters'?</p>

		<ul style="list-style-type: none"> • Copy the style of Nash to create your own Surrealist painting of the war, using images in an unfamiliar situation to convey and evoke emotion. • Give two ways in which this painting symbolises hope. • Why did Nash paint remnants of planes in this piece of art? • Choose your own symbols of hope in your painting and explain why you have used them.
9. Skills (see curriculum coverage map)	What will the children understand? (History) 'People Who Changed the World' World War 2	5. What novels, poems and other texts will they learn through? Non-fiction: Jungle Survival - Write instructions, how to survive as a child during the Blitz. Fiction: Paraphernalia (Film unit) – Narrative writing around a space theme. Poetry: Bethlehem (Carole Anne Duffy) Whole Class Shared Text: The Nowhere Emporium - Kelpies 1 by Ross MacKenzie An Eagle in the snow – Michael Morpurgo Below Zero – Dan Smith
<ul style="list-style-type: none"> • Choose your own symbols of hope in your painting and explain why you have used them. 8. Global to local How were we impacted by World War II locally? How did North Devon become involved in the war? RAF Chivenor? What happened to people who were evacuated to Devon or were based in Devon Military bases at the end of the war? Did everybody go home?	7. Wow products Stunning Start – Dress up in clothes worn by those living during WWII. WWII artefacts to come into school – visitor to come and talk about the artefacts. Children to draw the artefacts, learn about them. Children to learn about the lives of the people they have chosen to dress as. Fabulous Finish – Creating a quiz to share at a WW2 Ration Recipes + 'feast' with parents COVID permitting.	6. Christian/Spiritual Focus What does it mean if God is holy and loving? Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. PUPILS WILL KNOW THAT: <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.