

We'll Meet Again

(5 Weeks)



Rationale

After hearing an air raid siren, Year 6 will discover what was needed in order to survive in WW2. This project will enable the children to immerse themselves in the lives of the people of Britain during World War 2; developing, and building upon, the skills and knowledge acquired in Year 5 in Design Technology and History. In History, they will learn about chronology and the events leading up to the war and devise historically valid questions about change, cause and significance. In Design Technology, the children will research and develop a design criterion for making a historical toy and will understand and use mechanical systems in their design. We will use the skills and knowledge acquired to promote our school ASCENT values and British values of tolerance and mutual respect and understand the role of these within the war. There will be opportunities to develop understanding of community and trust whilst comparing life in the 1940's with our lives of today. In Design Technology, the children will be demonstrating the British Value of individual liberty in taking ownership of their own choices.

Hook

The children will hear an air-raid siren and must work out what they will need to do to survive. Follow with ppt - the announcement of war

Outcome

Children will plan and participate in a VE Day style celebration.

Focus Subject - English

Link text: Letters from the Lighthouse

Main writing tasks

Write letters as an evacuee detailing experiences and emotions of the experience.
Narratives about being in the war and possibly losing someone that they love.
Research using different resources taking notes and précising information.
Creating recounts of key historic events.

Other writing tasks

Prepare, draft, edit and publish a piece of writing for display at the outcome.
Create instructions to create an air-raid shelter.

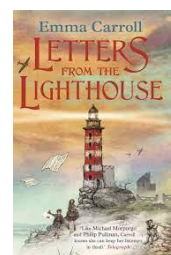
Writing skills to cover

Narratives:

- spell correctly most words from the year 5 /6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- use verb tenses consistently and correctly throughout their writing
- Integrate dialogue in narratives, to advance the action.

Information text and non-chronological reports:

- use paragraphs to organise ideas



- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use a range of devices to build cohesion

Spelling, Punctuation and Grammar

Identifying clauses

Prefixes and suffixes

Determiners

Modal verbs

Talk 4 Writing strategies

Boxing up

Text mapping

Tool Kit

Focus Subject - Design Technology

Use research to develop design criteria for a functional product (historical toys) (NC - Use research and develop a criteria to inform the design of an innovative, functional and appealing product and identify who the product is for and ensure it is fit for purpose.)

Generate, develop, model and communicate their ideas for a moving toy which includes a cam function through discussion and sketches (NC - Generate, develop, model and communicate ideas through discussion, computer aided design (must include), cross-sectional or exploded diagrams.)

Create a moving toy which includes a cam function in a WW2 theme (NC -Use a wide range of tools and equipment to form practical tasks. Select appropriate materials.)

Evaluate their moving toy against their design criteria. (NC - Evaluate against their own design criteria.)

Understand and use mechanical systems in their products (cams). (NC -Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors and Apply their understanding of how to strengthen, stiffen and reinforce more complex structures)

Focus Subject - History

NC links: A study of an aspect or theme in British history that extends a pupil's chronological knowledge past 1066. Links to a significant turning point in British history (WW2).

To understand when World War II started and why. (NC - To discuss why key events took place, including ordering depending on importance and make links between these events and others from another period.)

To place events in chronological order. To understand which countries were involved in World War II. (NC - To sequence (using chronology) different societies and peoples within and across KS2, using appropriate labels and dates.)

To understand who Hitler was and his affect during WWII (NC - To explain how a historical aspect (person, place or event) were significant and discuss why some may no longer be important.)

To learn about bombing raid in Britain (Blitz) and understand how people protected themselves (NC - To provide overviews of the most important features of different societies and events and will be able to make links to other societies.)

To understand the need for evacuation. To find out the experiences and feelings of evacuees from a range of sources. (NC - To compare different interpretations within a society, independently and discuss how they are represented.)

To understand the effect of war on everyday life and learn what rationing as and how it

worked. (NC - To discuss why key events took place, including ordering depending on importance and make links between these events and others from another period.)

To understand people's roles during WWII (NC - To compare similarities and differences between topics and ideas, and make links between them.)

To learn about the end of World War II and to learn about how people celebrated the end of the war. (NC - To discuss why key events took place, including ordering depending on importance and make links between these events and others from another period.)

To make connections between World War II and today (and the UN.) - VE Day Party - tea dance. (NC - To discuss why key events took place, including ordering depending on importance and make links between these events and others from another period.)

Discrete teaching - Science - Electricity - working scientifically.

- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- To use recognised symbols when representing a simple circuit in a diagram.

Visits and visitors

The Royal Signals Museum visit - code-breaking.

Cultural Capital

Art - explore patterns and textures - silhouette blitz art.

Home Learning

Your Home Learning challenge is to choose an area of the war that you have felt most interested by and investigate it further. You will be able to use the historian skills and the writing skills that we work on in class to help you produce an interesting and creative presentation to inform your class.