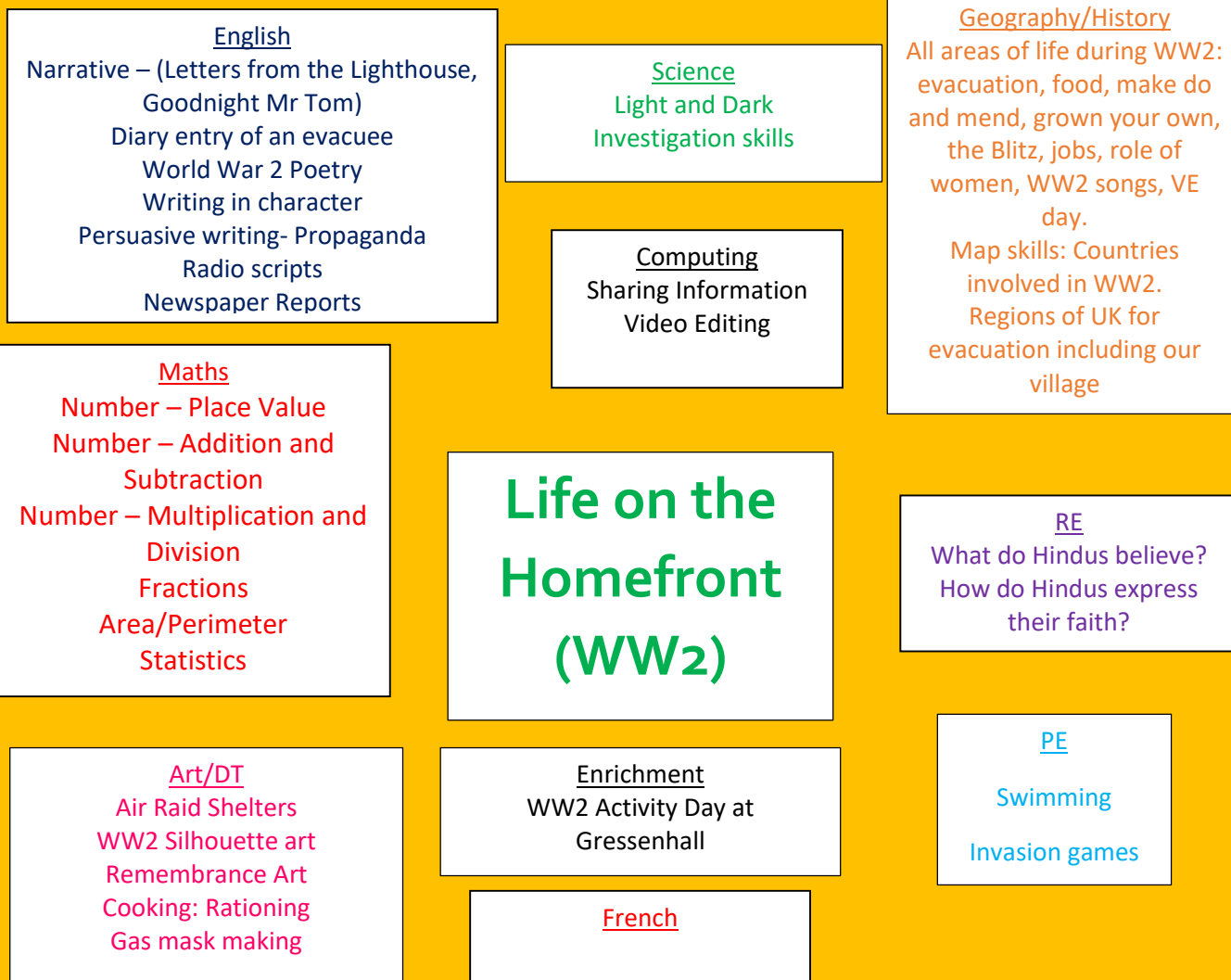


Subjects covered in the national curriculum:



The skills you will develop in this topic:

Geographical skills and fieldwork/Historical awareness: Use maps, atlases, globes and digital/computer mapping to locate countries in Europe ♣ Compare aerial photographs with maps ♣ Use compass points and 6 figure grid references ♣ Use and recognise OS map symbols

Art: ♣ Select and develop ideas confidently, using suitable materials confidently ♣ develop proficiency in drawing and painting techniques

Design Technology: ♣ Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities ♣ Select tools and equipment suitable for the task ♣ Critically evaluate their work ♣ Prepare and cook a variety of dishes using a range of cooking techniques ♣ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Science: ♣ recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them ♣ investigative skills: prediction, method, changing variables, explanations, results and conclusions

RE: Discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection. Hindus: Who do they believe in? Why do they believe in a God with many faces? How do Hindus understand the idea of God? What do they understand by 'murti'? What is karma? What is samsara? What is moksha? What does it mean to follow dharma?

COMPUTING: What are information systems? Designing systems. Creating simple systems. Improving simple systems. Planning capturing and editing video to produce a short film.

Home Learning ideas:

- Talk to friends or family about their wartime or post-war memories or experiences. Write down or record their responses.
- Dress up as an evacuated child. Make a gas mask box and write an evacuee label showing your name, address and school. Ask someone to take a photograph then print it with a sepia effect to make it look authentic!
- Make do and mend! Can you revamp some of your old clothes to make new clothes? Maybe you could 'upcycle' some unwanted household items and make them useful in a whole new way!
- Find out what happened in your local area during the War. Were any children evacuated or did your local area host evacuees?
- Find some wartime recipes and make a typical meal using foods that would have been rationed at the time.
- Dig for Victory! Find out about the types of vegetables people were encouraged to grow during the War and have a go at growing or cooking some! Popular vegetables included potatoes, cabbage and cauliflowers.
- Imagine a child has been evacuated to your home. How would you make them feel welcome? How could you support them if they were missing their home or family? Which places in your local area would you like to show them?

Vocabulary I need to know:

Geography/History: Adolf Hitler, Allies, Blackout, Bomb, Blitz, Concentration Camp, Spitfire, Evacuee, Soldier, Nazi, Air raid shelter, Axis, Allies, Ration book, Winston Churchill

Science: reflection, refraction, light, dark, opaque, transparent, translucent

Art/D.T: develop, evaluate, design, equipment, ingredient, construct, recipe, structure, model, practical

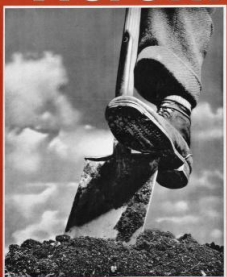
RE : Hinduism, Hindu, shrine, god, lotus, prayer, garland, diva lamp, temple, Diwali, karma, Brahma, Ganesh, Krishna, Lakshmi, Rama, Sita, Shiva, Vishnu, meditation, mandir,

COMPUTING: System, design, evaluate, ICT, information, data, shot, capture, layer, animation, edit

By the end of our topic the children will:

Understand the impact of World War 2 on ordinary people in the UK and to empathise with those effected by the changes it brought about. The children will be able to identify the countries involved in the second World War and the side they fought on. The children will have a general progression of the war and where it fits on the timeline

DIG FOR VICTORY



MAKE DO AND MEND



KEEP CALM AND CARRY ON

