

World War Two: Knowledge & Skills Organiser – Y5/6 (Eagle Owls) Autumn 2021

Subjects covered in the national curriculum:

English

Narrative- Letters from the Light House/Good Night Mr Tom/The Christmas tree
Diary entry of an evacuee
World War 2 Poetry
Discussion
Persuasion

Geography/History

All areas of life during WW2: evacuation, food, make do and mend, grown your own, the Blitz, jobs, role of women, WW2 songs, VE day.
Map skills: Countries involved in WW2.
Regions of UK for evacuation including our village

Computing

E-Safety
Movie making
Game design

Maths

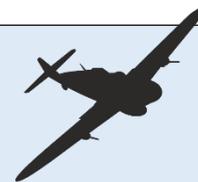
Number – Place Value
Number – Addition and Subtraction
Number – Multiplication and Division
Fractions

RE

What do Hindus believe?
How do Hindus express their faith?



Life on the Homefront (WWII)



Science

Living Things and their Habitats
Light
Investigation skills

Curriculum Enrichment
WW2 Activity Day at North Norfolk Railway
Nature Walk
GressenHall

Art/DT

Air Raid Shelters
WW2 Silhouette art
Remembrance Art
Cooking: Rationing
Gas mask making

French

Getting to know you.



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:** ♣ Describe the difference 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. 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

RE: Discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

Home Learning ideas:

- Talk to friends or family about their wartime or post-war memories or experiences. Write down or record their responses.
- 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?
- 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: mammal, reproduction, insect, amphibian, bird, classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, reflection, refraction, light, dark, opaque, transparent, translucent, source, photons.

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,

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.