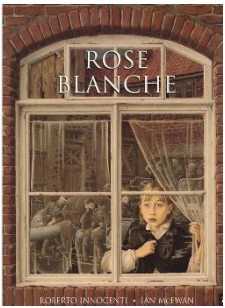
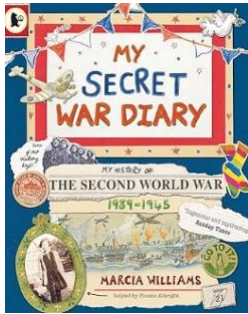
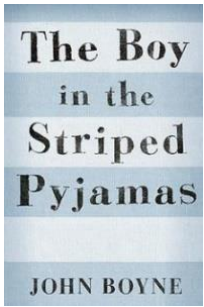





Unit Plan: How did WW2 impact the world? (10 weeks)

Rationale

To understand why and how conflicts happen on a large and small scale. To learn from previous conflicts and not repeat the same mistakes. To be aware of prejudice and inequality. To learn how to be a good citizen. To develop empathy, tolerance, respect, and compassion for others. To use the content of WW2 to inspire art, music and performance and to teach the required history and geography skills.

Core Texts	Key Figures		Enrichment	
  	 <p>Winston Churchill</p>	 <p>Adolf Hitler</p>	 <p>Claude Monet</p>	<ul style="list-style-type: none"> • Beaumanor Hall • Synagogue visit • Army experience <p style="text-align: center;">Written outcomes</p> <ul style="list-style-type: none"> • Newspaper report • Diary entry • Alternative ending • Letter writing • Character description • Setting description • Double page spreads
Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • What can we learn from Judaism, Sikhs, Muslims and Christians? 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Design and technology • Art 	<ul style="list-style-type: none"> • Geography • History • RE

Sequence of lessons: How did WW2 impact the world? (weeks)

Lesson	Learning Challenge	Outcome	Adaptive teaching/ CP	Flashbacks
1. RE	<p>Can I understand how stillness and silence can help us learn?</p> <p>Can I use breathing exercises to help me stay calm?</p> <p>Can I use tensing exercises to help my imagination?</p>	<p>See SACRE document for the 3 scripts.</p> <p>Use the Sports hall</p> <p>Take colouring pencils and pre cut squares of paper for drawing.</p>	No adaption needed.	<p>Put up images of holy books, symbols, places of worship.</p> <p>Ask the pupils to group them</p> <p>Christian, Hindu, Sikh and Muslim.</p>
2. History	<p>Can I understand the rise of Hitler?</p> <p>Can I understand what caused WW2?</p>	<p>Fact file (cause of WW2)</p> <p>Bronze – must have scaffolded fact file</p>	<p>Print off 6-10 main events.</p> <p>Get the pupils to discuss and order them on a timeline in the floor book.</p>	<p>Timeline – stone age, dinosaurs, Vikings, romans, Victorians, golden age of Islam, Titanic. Put in order. Where doe sWW2 fit.</p>
Trip: Beaumanor Hall				
3. History / PE	<p>Can I make it as an army solider?</p> <p>Ask Rally to support again and ask Henry</p>	<p>Friday PE lesson – Sargent Johnson, Hussey, Varia, Daffern recruiting soldiers.</p>	Same	
4. Geography	<p>Can I identify the allies and axis on a map?</p> <p>Can I use a range of geographical vocabulary to describe locations?</p>	<p>Bronze – using an atlas or world map to identify the countries that are allies and axis</p> <p>Silver – use the riddles to work out the place</p> <p>Gold- Write your own riddles using the geographical language - write 3 facts.</p> <p>Challenge: Write your own riddles.</p>	<p>Developing vocabulary – n, e,s,w, boarding, neighbouring, landlocked, capital, continent, allies and axis.</p>	<p>Map of UK</p> <p>Name the and locate the 4 countries and their capitals.</p>
5. History	<p>Can I answer blooms questions about the Blitz?</p>	Bloom's questions.	Bloom's questions in a group and discuss the answers.	Sources – sort them into primary and secondary.

			Look at and discuss poster, quotes and pictures. What do they show.	
6. History/ D&T	<p>Can I understand the key features of an Anderson Shelter?</p> <p>Can I design an Anderson Shelter?</p> <p>Can I select and work with a range of materials?</p> <p>Can I use a cross-sectional design for my air raid shelter?</p>	<p>Design and model of air raid shelter</p> <p>Brief – make an Anderson Shelter model to present to a group of investors.</p> <p>The best pitch will win!</p> <p>Allocate roles: Project manager, carpenters, gardeners, construction workers,</p> <p>Help counters.</p>	Make in a group with an adult.	Mini quiz on Titanic
7. DT	Can I present my Anderson Shelter to the investors?	In groups present and explain their shelter.		
8. History	Can I understand what life was like for an evacuee?	Evacuee diary- presented with doodles Use pages of My Secret War dairy.	Make a group diary.	What has life been like for children in the past?
9. History	Can I research what life was like for women, children and men in the UK in WW2?	Double page spreads. Inspired by book.	Sort men and women facts Add pictures and diagrams.	How have women been treated through history?
10. History	Can I explain the role of propaganda in WW2?	Analysis of posters then making own	Discuss and analyse UK and Nazi poster and what they mean. Make their own propaganda posters.	Sources flashback – which is most reliable
11. History	Can I use a range of sources to investigate rationing?	<p>In sketch books. Sort food into rationed, not rationed and not available.</p> <p>Have a world map and get pupils thinking about where food comes from and import and export.</p> <p>Explain why certain foods were rationed or not available.</p>	In group floor book	Mini blitz quiz

12. D & T	Can I design and make a wartime recipe? A soup made from allotment ingredients.	Taste soup and evaluate. Search for ingredients Design a soup in groups. Make soups and take pictures of each step.	Print evaluation smaller – each do own evaluation. Pictures of onions, carrots, leek, potatoes, tomatoes, celery, peas, parsnips,	Where does it grow? Ground, bush or tree.
13. D & T	Can I present my recipe?	Present recipe in sketch books In between assembly practice week. Make a recipe cards with a full set of instructions.	In group with adult. Write a step each .	
14. Geography	Can I compare the physical geography of the UK and Germany? Challenge – look at two maps – how has it changed? Spot the differences	Climate Print off average temperatures for both countries and they explain. Boarding countries/ landlocked vs island. Picture of Germany on a map – can they explain NE is the Baltic sea.. Terrain – forests, mountains, rivers, Neighbouring seas and oceans. Use comparison statements whereas, in contrast, similarly, compared to.	Sort into a Venn Diagram Eg Bordered by the North Sea Bordered by the Baltic Sea Bordered by the Atlantic Ocean And also printed images.	Sort human and physical geography.
15. Geography	Can I compare the human geography of the UK and Germany? Challenge: Where would you rather live and why?	Population, pie charts about religion, imports and exports, currency, economy, race, age, life expectancy. Birth rate. Death rate. Human rights. Monarchy – Government.	Same as above with human features. Individual bubble – where live and why	What makes Britain great?
16. History	Can I use a range of sources to research the lives of groups in Germany during WW2? Men, women, children, ‘others’	PowerPoint presentation Plenary- Venn diagrams to compare countries Where would they rather live?	Split page into 4 groups. Sort which the statements belong to. Pictures to support.	Recap – What was life like for Women, men and children in WW2 UK?
17. History	Can I analyse a range of sources to understand the holocaust- prejudice and racism?	Mind map Circle time	In lesson	Who were the others?
18. PSHE	Can I understand how laws protect us and our rights?	Class book- Laws worldwide What would your universal law be? Floor books.	In lesson	British values – what are they?
19. History	Can I understand how WW2 came to an end?	Timeline of key events.	Make a group timeline.	

	Looking at the significant events and people.	Include Atomic bomb, sides changing, Hitler suicide, big battles? Challenge: Which event do they think won the war?		
20. History	Can I understand the lasting effects of war?	Pupils debate whether nuclear weapons are a good or bad thing.	Sort the positive and negative things since the war. Are they good and bad things.	
21. History/Art	Can I understand why it is important to remember? Can I research the work of Monet? Poppy Fields Can I understand impressionism as a style? Can I replicate impressionist artwork? Can I create Monet inspired artwork?	Artist study - Fact file Evaluate his work – pick their favourite and explain why. Journey through impressionism. Replicate his Poppy Field Backed and presented.		
22. RE	Can I understand Sikh wisdom around money? Can I understand Muslim wisdom around the beauty of nature? Can I understand Christian wisdom around love? Can I show what I have learnt from the wisdom of different religions?	Display pieces- see RE document. Use SACRE document		
23. Science	Can I recognise that light appears to travel in straight lines? Can I explain how light travels from an object to the eye? Can I observe how light can appear to bend?	Scientific Diagram/ explanation		
24. Science	Can I plan and record a fair test that explains how shadows are created? Can I use a data loggers in my investigations? Can I use units of measure to make my test more accurate?	Experiment write up		