

# A Child's War



Year Group: 5/6

Cycle A

## History

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

## Computing

- E Safety

## Art and Design:

- Drawing – Urban street scenes and/or
- Painting – Urban street scenes
- Artist Knowledge – Lowry

## Geography Climate/Environment

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

## Science

- Forces

# History

**National Curriculum:** Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

**Key Lines of Enquiry:** World War Two

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Events leading up to Britain declaring war on Germany in 1939, including the holocaust
- The impact of the Blitz on daily life in Britain, including evacuation of children out of cities and the use of air raid shelters
- How and why food was rationed during the war
- How propaganda was used by both sides during the war to mobilise people towards the war effort
- Significance of D Day
- Significance of VE and VJ Day and the events that led to the end of the war, including the use of the atomic bomb on Hiroshima

**Age Related Subject Skills (Progression Guidance):**

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

**Prior Learning**

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

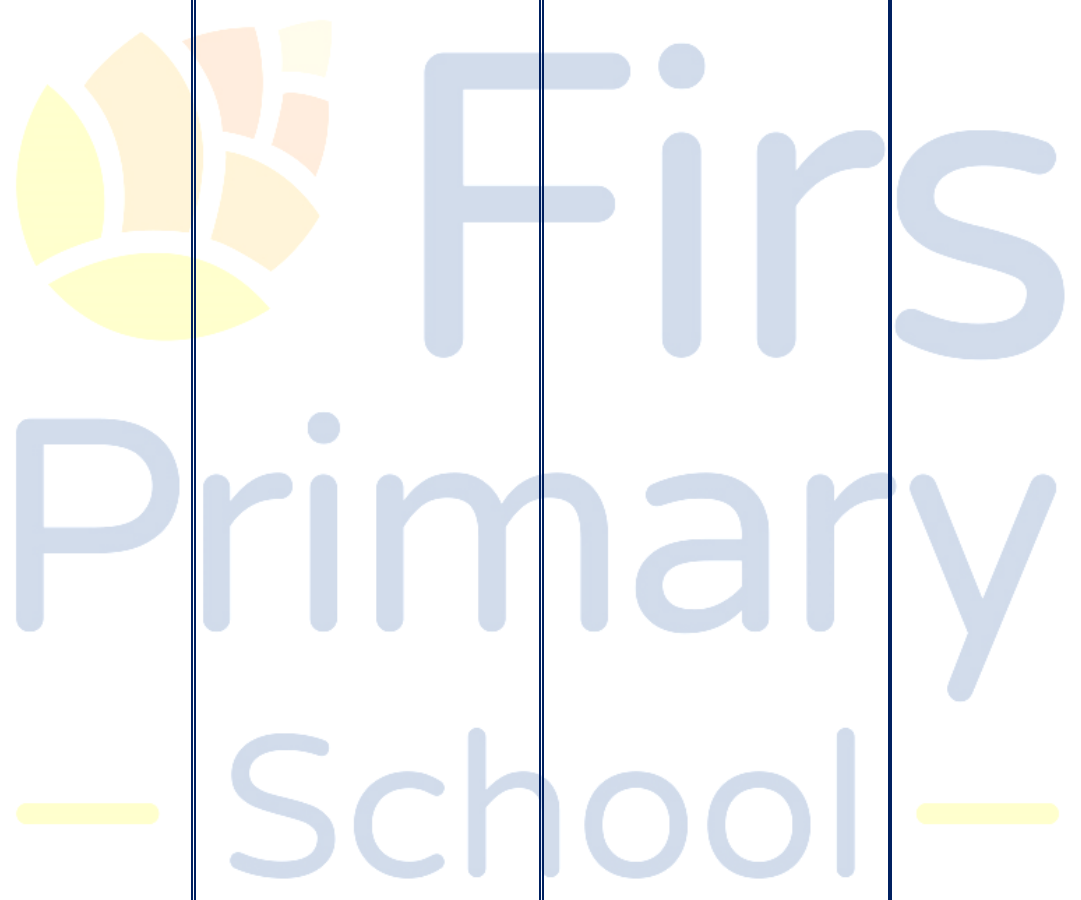
## Key Vocabulary

Tier 1		Tier 2		Tier 3	
War		Evacuation	Victory	Blitz	Holocaust

		Rationing Shelter Propaganda Mobilise	Defeat Cause Effect	Air Raid Air raid shelter Gas mask	Concentration camp
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## History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE




## Art and Design

### National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

### Curriculum Intentions (Key Knowledge and Skills to be learned):

- Drawing – Urban street scenes and/or
- Painting – Urban street scenes
- Artist Knowledge – Lowry

### Age Related Subject Skills (Progression Guidance):

#### Year 5

##### Artist Knowledge

- Recognise the art of key artists and begin to place them in key movements or historical events.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.
- Compare the style of different styles and approaches

##### Drawing

- Work in a sustained and independent way to create a detailed drawing.
- Develop a key element of their work: line, tone, pattern, texture.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon
- Begin to develop an awareness of composition, scale and proportion in their paintings.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.

##### Painting

- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

#### Year 6

##### Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.

##### Drawing

- Work in a sustained and independent way to develop their own style of drawing.
- This style may be through the development of: line, tone, pattern, texture.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
- Develop an awareness of composition, scale and proportion in their paintings.

##### Painting

- Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.
- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Understanding which works well in their work and why.

<ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>	
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**Prior Learning**

**Forever Firs children working at ARE in Year 5 should already be able to:**

**Artist Knowledge**

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

**Drawing**

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Have opportunities to develop further drawings featuring the third dimension and perspective.
- Further develop drawing a range of tones, lines using a pencil.
- Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
- Attempt to show reflections in a drawing
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

**Painting**

- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Start to develop a painting from a drawing.
- Begin to choose appropriate media to work with.
- Use light and dark within painting and show understanding of complimentary colours.
- Mix colour, shades and tones with increasing confidence.
- Work in the style of a selected artist (not copying).

**Forever Firs children working at ARE in Year 6 should already be able to:**

- See Year 5 progression statements above.

**Key Vocabulary**

<b>Artist Knowledge</b>	<b>Drawing</b>	<b>Painting</b>
Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop  Practices, disciplines, techniques Cultures, periods of time Modifications, changes, review	pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation  Tonal contrast, mixed media Simple perspective, focal point, horizon line Composition, scale, proportion Approaches, styles, movements	Lightening, darkening, light, dark Primary colours – red, blue, yellow Secondary colours – green, purple, orange Mix, predict Tint, tone, shade, layering, texture  Atmosphere, light effect, tonal contrast, mixed media

Atmosphere, light effect, tonal contrast,  
mixed media

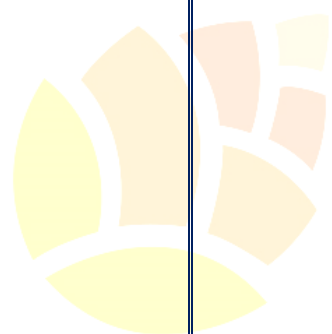
### Art and Design Assessment

Children working below ARE

Children working towards  
ARE

Children working at ARE

Children working above ARE



Firs  
Primary  
— School —


## Geography

**National Curriculum:** Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

**Key Lines of Enquiry:**

- Identifying and locating the countries involved in WWII, their major cities and key physical and human characteristics of the locations of key events/battles during the war e.g. D-Day landings

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will use atlases to locate the countries forming the Axis powers—Germany, Italy, and Japan—and the Allies—France, Great Britain, the United States, the Soviet Union and China lesser extent, China
- They will use maps to identify the major cities of these countries and locations of key events/battles; Dunkirk evacuations, Battle of Britain, Pearl Harbor, the dropping of the atomic bomb on Hiroshima
- They will examine the key physical and human characteristics of these locations

### Age Related Subject Skills (Progression Guidance):

#### Year 5

##### Using maps

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.

##### Map knowledge

- Locate the world's countries, focus on North & South America
- Identify the position and significance of lines of longitude & latitude

##### Making maps

- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key,
- Use and recognise OS map symbols regularly

#### Year 6

##### Using maps

- Follow a short route on an OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

##### Map knowledge

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

##### Making maps

- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

#### **Prior Learning**

**Forever Firs children working at ARE in Year 5 should already be able to:**

##### Using maps

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

##### Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

**Forever Firs children in Year 6 working at ARE should already be able to:**

- See Year 5 progression guidance above

**Key Vocabulary**

Tier 1		Tier 2		Tier 3	
Map Country	Beach	Atlas Globe Environmental Regions Cities	Port Harbor Island Industrial Residential	Atlas Globe Digital/computer mapping Physical Characteristics Human Characteristics	Europe North America South America Asia

**Geography Assessment**

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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## Computing

### National Curriculum:

use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

### Key Lines of Enquiry: E-Safety

### Curriculum Intentions (Key Knowledge to be learned):

- Children will be able to recall rules on E-Safety in great detail, explain why the rules are needed and how they help keep you safe. At the end of the unit, children will be able to add to and edit these rules to reflect new learning.
- Children will understand what advertising is and why it is used online including to purchase items and use platforms that link to their interests. They will begin to understand how this can be in response to their searches and what they use online.
- Children will be able to explain what personal information they can tell from images e.g. location (street names, famous landmarks), school uniform, background information from things around the house e.g. family photos, full names, birthday/calendar etc.
- Children will be able to explain what a reputation is and why a good reputation is important. They will understand the importance of acting the same online and in real life. They will start to understand how people feel more confident online and may act differently e.g. posting inappropriate photos or comments about others.
- Children will understand what copyright is and why it is needed. They will know how to check for copyright. They will be able to explain how copyrighted items can be used inline with the rules. They will link copyright to plagiarism and pretending to be someone else online e.g. taking songs to make others think you are a musician to give a false impression.
- Children will be able to explain why different social media has different age limits and link this to the features they have. They will recognise the negative parts of different features and the intended purpose by the creators.
- They will be able to give advice to others about how to stay safe online by responding to given scenarios.

### Age Related Subject Skills (DDAT Progression Guidance):

- Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question
- Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online
- Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world
- Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information
- Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture
- Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile

- Pupils learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit

Year 5	Year 6
<ul style="list-style-type: none"> <li>• Reviewing and editing online safety rules</li> <li>• Understanding advertising online</li> <li>• Protecting online reputation and knowing consequences of posting inappropriate content</li> <li>• Copyright rules</li> <li>• Age limits on social media and why</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing and editing online safety rules</li> <li>• How images can release personal information</li> <li>• Purpose of social media</li> <li>• Privacy settings and reporting on social media</li> <li>• Responding to online safety scenarios</li> <li>• Safe gaming</li> </ul>

**Prior Learning**

**Forever Firs children working at ARE should already be able to:**

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge
- Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment
- Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others
- Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication

**Key Vocabulary**

Tier 1		Tier 2		Tier 3	
Friend		Relationships	Privacy	Online	Plagiarism
Computer		Face to face	Policy	Spam	Citations
		Personal	Information	Decode	
		Published	Share	Digital citizen	
		Password	Responsible	Cyberbullying	
		Account	Respectful		
		Audience	Interact		
		Permanency	Communicate		
		Self-image	Miscommunication		
		Positive	Quotes		
		Profile	Credit		

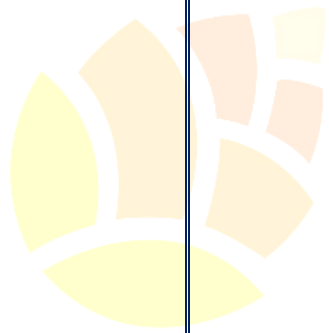
# Computing Assessment

Children working below ARE

Children working towards  
ARE

Children working at ARE

Children working above ARE



Firs  
Primary  
— School —

## Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identify scientific evidence that has been used to support or refute ideas or arguments
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- use test results to make predictions to set up further comparative and fair tests

**Suggested Investigation Focus:**

Slipping and Sliding; testing friction

<https://www.science-sparks.com/slipping-and-sliding/>

**Prior Learning**

**Forever Firs children working at ARE should already be able to:**

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

### Key Vocabulary

Tier 1		Tier 2		Tier 3	
Heavy Light Weight Weigh Push Pull	Water Fall	Unsuppo rted Object Gravity Friction Surfaces Mechanis m Lever Pulley Gear Force Effect Enquiry Control Variable Measurement	Precision Accuracy Record Data Table Evidence Support Refute Report Present Findings Conclusions Explanation Predictions	Water resistance Air resistance Earth Repeat reading Scatter graph Bar graph Line graph	Casual relationships Degree of trust Comparative test Fair test

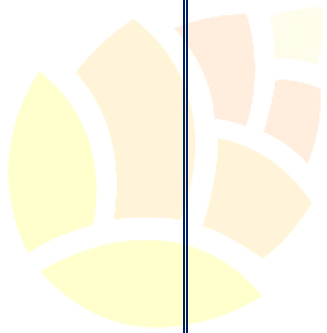
## Science Assessment

Children working below ARE

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Firs  
Primary  
— School —