

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 Rationing Shelter Propaganda Mobilise	Victory Defeat Cause Effect	Blitz Air Raid Air raid shelter Gas mask	Holocaust Concentration camp

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.
- Mix and match colours to create atmosphere and light effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop their own style using tonal contrast

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.

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

Artist Knowledge	Drawing	Painting
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 Atmosphere, light effect, tonal contrast, mixed medi	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

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	Port Harbor	Atlas Globe	Europe North America

		Environmental Regions Cities	Island Industrial Residential	Digital/computer mapping Physical Characteristics Human Characteristics	South America Asia
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Firs Primary — School —

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

Age Related Subject Skills (Progression Guidance - DDAT):

- 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

Upper Key Stage 2

Self-identity	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context. 	<ul style="list-style-type: none"> • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. • I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. • I can explain the importance of asking until I get the help needed.
Online Reputation	<ul style="list-style-type: none"> • I can search for information about an individual online and summarise the information found • I can describe ways that information about anyone online can be used by others to make judgements about an individual, and why these may be incorrect. 	<ul style="list-style-type: none"> • I can explain the ways in which anyone can develop a positive online reputation • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
Online Relationships	<ul style="list-style-type: none"> • I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFS) • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups) 	<ul style="list-style-type: none"> • I can explain how sharing something online may have an impact either positively or negatively. • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • I can describe how things shared privately online can have unintended consequences for others (e.g. screen grabs).
Online Bullying	<ul style="list-style-type: none"> • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). 	<ul style="list-style-type: none"> • I can describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me. • I can explain how someone would report online bullying in different contexts.

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
responsible choices online offline uncomfortable sad worried help	communications harm fault communities bullying concerns trusted abusive	identity gender race religion disability culture privately evidence	modified altered representations positive negative strategies consequences	judgements reputation anonymity collaborate perceives



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