

**WORLD WAR II**

**Areas of Learning**



Our topic for term 5 is all about life during WWII. **As historians**, we will answer the following questions:

- Why did World War II begin?
- Was WWII a surprise?
- Which countries in the world were involved?
- How was Europe different prior to WWII and how has it changed since?
- What do the terms 'allies' and 'axes' mean?
- Why was the Nazi party so successful in Germany?
- What was 'the holocaust'?
- What is propaganda and how/why was it used during WWII?
- What was rationing and how did it affect people?
- What happened to children living in cities?
- What was 'The Blitz'?
- Why do we still celebrate, 'D Day', 'VE Day' and 'VJ Day'?

At Marshfield, learning will be driven by:

Ambition	Global Citizenship	Creativity
As ambitious people we will: <ul style="list-style-type: none"> <li>• Enjoy our learning</li> <li>• Identify our own successes</li> <li>• Always do our best</li> <li>• Take pride in what we do</li> <li>• Learn from our mistakes</li> </ul>	To develop our understanding of the world and appreciate what it means to be a global citizen, we will: <ul style="list-style-type: none"> <li>• Appreciate the horrors of war and what can be learnt from the atrocities of WWII</li> <li>• Understand how the borders of nations can change</li> <li>• Understand how Britain fought alongside other nations to defeat Nazi ideology</li> </ul>	To develop our creativity, we will: <ul style="list-style-type: none"> <li>• Create our own propaganda posters</li> <li>• Study the artist Henry Moore's response to WWII and the horrors he witnessed during the Blitz</li> </ul>

Core Learning Skills	Successful Learner Skills	Essential Learning Objectives			
<p align="center"><b>English</b></p> <p><b>Class texts:</b> <i>Letters to the Lighthouse</i> <i>Goodnight, Mr. Tom</i></p> <p><b>Narrative</b> We will be revising all of the grammar concepts we have looked at this year and applying them to different narrative forms including stories and diary entries.</p> <p>We will have a major focus on writing for different audiences and varying the language for these, as well as proof-reading and editing.</p> <p><b>Non-fiction</b> We will analysing and writing our own persuasive texts.</p>	<ul style="list-style-type: none"> <li>• Feel safe and feel that 'I can</li> <li>• Have fun and enjoy my learning</li> <li>• Learn with other learners</li> <li>• Be involved in reviewing and improving my learning</li> <li>• Have time</li> <li>• Know why I am learning</li> <li>• Ask questions and know what I could learn next</li> <li>• Know and understand what I am learning</li> <li>• Understand how I learn</li> <li>• Know how to improve</li> <li>• Know when and how I have been successful</li> <li>• Have new/varied experiences</li> </ul>	<p align="center"><b>Geography</b></p> <p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<p align="center"><b>History</b></p> <p>To investigate and interpret the past.</p> <p>To build an overview of world history.</p> <p>To understand chronology.</p> <p>To communicate historically.</p>	<p align="center"><b>RE</b></p> <p>To understand beliefs and teachings.</p> <p>To understand practices and lifestyles.</p> <p>To understand how beliefs are conveyed.</p> <p>To reflect.</p> <p>To understand values.</p>	
<p align="center"><b>Mathematics</b></p> <p><b>Year 6: Algebra</b> 6.47 - use simple formulae 6.48 - generate and describe linear number sequences 6.49 - express missing number problems algebraically 6.50 - find pairs of numbers that satisfy an equation with two unknowns 6.51 - enumerate possibilities of combinations of two variables. <i>Use of symbols and letters to represent variables/unknowns, such as:</i> 6.52 - missing numbers, lengths, coordinates and angles 6.53 - formulae in mathematics and science 6.54 - equivalent expressions (for example, <math>a + b = b + a</math>) 6.55 - generalisations of number patterns 6.56 - number puzzles</p> <p><b>Year 5: Different types of number (revision)</b></p> <ul style="list-style-type: none"> <li>• Factors and multiples</li> <li>• Prime numbers and prime factors</li> <li>• Square numbers</li> <li>• Cube numbers</li> </ul>	<p align="center"><b>MFL, PE, PSHE, RE</b></p> <p><b>MFL – Spanish</b> Place names</p> <p><b>PE</b> Maypole Hockey</p> <p><b>PSHE</b> Relationships</p> <p><b>RE</b> Gospel</p>	<p align="center"><b>Science</b></p>			
<p align="center"><b>Computing</b></p> <p>Combining digital graphics with hand-drawn artwork.</p>	<p align="center"><b>Values for Life</b></p> <p>Justice: "When justice is done, it brings joy to the righteous but terror to evildoers" (Proverbs 21:15).</p>	<p align="center"><b>Art</b></p> <p>To develop ideas.</p> <p>To master techniques.</p> <p>To take inspiration from the greats.</p>	<p align="center"><b>Computing</b></p> <p>To code.</p> <p>To connect.</p> <p>To communicate.</p> <p>To collect.</p>	<p align="center"><b>DT</b></p> <p>To master practical skills.</p> <p>To design, make, evaluate and improve.</p> <p>To take inspiration from design throughout history.</p>	<p align="center"><b>Music</b></p> <p>To perform.</p> <p>To compose.</p> <p>To transcribe.</p> <p>To describe music.</p>