**Y5 Autumn 1 & 2 Medium Term Plan**

**Overall outcome**

​Sharing of knowledge gained with local historians.

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| **Curriculum areas that will be covered in stand-alone units during this topic:**  **Science**: Properties and changes in materials  (with exception of Blackout investigation)  **RE:**Islam |



*Year 5: What is the impact of war?*

**GLOBAL** [**GOAL 16: Peace and Justice Strong Institutions**](http://www.un.org/development/desa/disabilities/envision2030-goal16.html)

**Significant individuals**

Adolf Hitler, Winston Churchill, Mrs Bolton’s grandmother & children’s relatives,

Recounts from local residents

**Texts: Carrie’s War, Friend or Foe, War song lyrics, Recounts of evacuation/Blitz, Rose Blanche, Recounts of holocaust/life in Germany during the war**

**Key Vocabulary:**Homefront, Luftwaffe, Blitz, evacuation, ARP Wardens, blackout, axis powers, allied powers, rationing, air raid shelter, Anderson shelter, gas mask, air raid siren, bombing, munitions factory, telegram, Luftwaffe, evacuation, , axis powers, allied powers, rationing, bombing, Ayran, holocaust, victim, propaganda, genocide, political, Jews, persecuted, racist, compare, contrast, industry

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

**Hook:** Exploration of artefacts ‘buried in the field’- in an evacuee suitcase, Suitcase belonging to Rose Blanche

**Curriculum**

*What will we learn?*

**Children will be able to:**

* Explain why WW2 war started and the countries involved.
* Recognise the impact of war on the community of Heswall and Merseyside.
* Recall key dates and explain their significance
* Recall key facts about rationing and evacuation
* Explain how and why the changing role of women was significant to the war effort
* Explain what everyday life was like for a child living in Germany during WW2 and compare and contrast this with life in the UK.
* Explain how the events of WW2, in particular the Holocaust, influenced society today and the moral and practical lessons we can learn from it.

**Community**

*What links can we develop‘Near and Far’?*

* Local recordings/ BBC broadcasts of people who survived the Blitz and were evacuated from Liverpool.
* Local historical materials
* Recordings / BBC broadcasts of people who survived the Holocaust/ lived in Berlin during the bombing by the Allies
* Visit to Birkenhead school tunnels
* Rationing cooking with Fun Food Chef
* Visit by Local WW2 veterans

**Compassion**

*What feelings to we wish to evoke?*

* Understanding of the life of a child in the war-Experience hiding in the tunnels
* Understanding the effect of rationing on day to day lives.
* Understanding of the impact of war, through immersion in reallife recounts and film footage.
* Realisation why wars occur, the lessons we can learn from it and recognition that some wars are happening today in other countries around the world.
* Understanding of the impact of war on the families governed by Axis powers, through immersion in reallife recounts and film footage.
* Empathy for victims of the Holocaust and understanding that sadly, the Holocaust is not the only genocide that has happened in history. eg Rwanda

**Connections to previous learning**

Annual commemoration of Remembrance Sunday during assembly.

**Connections to Future learning**

Will revisit WW2 during class story- the Umbrella Mouse, to ensure echoes of learning

**Connections**

*What are the connections to our curriculum past and present?*

**Creativity:**

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

* Create Blitz pictures to demonstrate understanding and emotion in response to research.
* Research and design and build an Anderson shelter for a family from the Wirral.
* Write diary entries to reflect understanding of key events including; evacuation and the Blitz.
* Drawing on knowledge of the Homefront, write and publish a flashback story to describe an event during the Blitz.
* Learn war time songs and cook with wartime rations.
* Investigate the most effective materials for Blackout blinds.
* Write passages, in role, to reflect understanding of effects of the Holocaust in WW2.

**Areas of learning (theme/subject)**

Literacy, History, Geography, Science

PE, Music, Art, DT, PHSCE

**Resources**

WW2 Artefacts

Living history recounts and film footage