

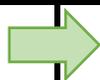


# Lower Heath CE Primary School

## Cycle A - UKS2 - Autumn - Battles, Blackout and the Blitz



### Launch



### Explore



### Energise



### Celebrate

#### Launch Day:

- Dressing up in appropriate costume
- Focus on timeline work and map work showing chronological and geographical background to WW1 and WW2

Home learning tasks exploring origins of World War One

Class Visit to RAF Cosford (4.10.21) to enrich learning. Battle of Britain Experience

Parents' celebration assembly to showcase children's learning followed by opportunity to show parents their work across the curriculum

### Links to Lower Heath Pledge:

- Design, take part in and evaluate an experiment at school
- Do something you are proud of and share it
- Complete the same piece of work several times, making each version better than the last
- Be positive about a mistake you have made - learn from it, so that you improve even further
- Find out about a global/environmental issue and consider how people might help
- Welcome visitors of all ages into our school by hosting an event
- Learn to play a musical instrument and play it for an audience

## Theme Content

| Geography   | History   | Science  | RE   |
|---|---|--|--|
| <p>Geography will be embedded within this unit, with a focus on pupils being able to locate the countries involved, identify where significant battles were fought and know the flags of the nations involved. As part of their work on evacuation, they will compare two different regions in the UK (rural and urban).</p>  | <p>History will focus on the Pupils will identify the causes and development of World War I, focusing on: the role of the British Empire, recruitment of soldiers, weaponry, trenches/frontline, propaganda, the role of animals and the end of the war. The causes, and main events of World War 2 will also be studied as will the concepts of evacuation, holocaust and life at home in Britain</p>  | <p>Science will focus on the concepts of light and electricity. In their work on light, children will learn how we see light sources and non-light sources. They will learn about transparent and opaque materials, how shadows are formed and how lenses can be used. In electricity, children will learn and use standard circuit symbols. They will also investigate circuits and show how altering components in a circuit can affect variables such as brightness of bulbs.</p> | <p>In Religious Education, the children will explore the Christian creation story and reflect upon different interpretations of this story. We will discuss whether all Christians treat all aspects of the creation story as fact and whether Christians can be scientists and vice versa. We will also focus upon what areas of life science has the answers for and what areas that religion can provide insight.</p> |
| PSHE/RSE  | Art   | DT   | Music  |
| <p>This term, the focus is relationships. Children will be exploring different kinds of friendships and the impact of peer pressure and how to cope with this. The children will also be learning about safety in relationships they will learn to: identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations; how to ask for, give and not give permission for physical contact and how it feels in a person's mind and body when they are uncomfortable.</p>   | <p>The children will be taught to use pencil, chalk and biro to create images human bodies. They will build on previous knowledge of drawing in proportion by focusing on the perspective, proportion and compositions of drawing bodies. They will look at Henry Moore and his art depicting mass evacuation in the underground and explore a range of mediums as used by Moore. Children will look at and begin to draw human bodies which are correctly portioned.</p>   | <p>The children will be using their knowledge of circuits and components in IT and of control software to design, make and evaluate a product that react to environmental systems and give an output such as a flashing light. This will be linked to work in history, science and computing.</p>  | <p>This term's music learning will be based around the song 'Living on a Prayer' by Bon Jovi. They will learn to listen, evaluate and sing a range of songs of a similar genre and will use these as an inspiration for their own compositions using a range of instruments.</p>   |
| Computing   | Languages   | Learning outdoors  |  |
| <p>In computing this term, children will focus on 2 areas: sharing information and video editing. In sharing information, they will learn: to explain that computers can be connected together to form systems; to recognise the role of computer systems in our lives; to recognise how information is transferred over the internet; and to explain how sharing information online lets people in different places work together. In video editing, they will learn: to recognise video as moving pictures, which can include audio; to identify digital devices that can record video; to capture video using a digital device; to recognise the features of an effective video; to identify that video can be improved through reshooting and editing</p> | <p>In French, the children will be learning about 2 areas:<br/> <b>School Time</b><br/>           School subjects/ Calendar/ Opinions Feelings Asking and answering/ a like and dislike/ Conjunctions and extended sentences/ Following story and exploring more detailed text/ Speaking and writing interesting sentences/ Exploration of 1st, 2nd 3rd person singular and verbs<br/> <b>City Life</b><br/>           Nouns and adjectives/ House nouns/ Descriptive sentences using nouns and adjectives/ Numbers to 100/ Dialogues to buy items and tickets/ Describing a place.</p> | <ul style="list-style-type: none"> <li>• Opportunities for light and shadows work in science- looking at how shadows are created.</li> <li>• Use of the spiritual garden for outdoor worship.</li> </ul>   |  |

| Opportunities for writing  | Opportunities for child-initiated learning and research   | Key questions  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Writing explanations of events and why these events occurred</li> <li>• Writing opinions on why a historical event took place</li> <li>• Writing in French to describe a place</li> <li>• Scientific explanations and reports</li> <li>• Writing a design evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Home learning research tasks</li> <li>• Choosing and finding out about an aspect of WW1 or WW2 using a range of sources</li> </ul> | <ul style="list-style-type: none"> <li>• Why did WW1 and WW2 start?</li> <li>• How were they linked to each other?</li> <li>• What impact on the world did the 2 wars have?</li> </ul> |