



Wider Curriculum Medium Term Plan

Topic: **World War 2 (Is war ever right?)**

Year group: **5**

Whole/Half Term: **Autumn Term 1 and 2**

Timescale: **8-10 weeks**

Subjects areas: **History, Geography, Art, DT (cooking & structures), Dance and Music (singing)**

Learning 4 Life



Learning Intentions

History

- To identify the key events that led up to, and was part of, WW2 and place these on a timeline.
- Understanding the main human geographical areas of Britain targeted by German bombing and why they were targeted
- Understand the events of Exeter's Blitz and the effect on local residents
- Show an understanding of why WW2 started and the events leading to it
- Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems)
- What life was like in the Home Front – rationing, evacuation, black-outs, Dig for Victory, Anderson shelters
- The role women in WW2 and the role of the land army
- The life of an evacuee child
- Discuss what we can learn from the events of WW2 – how can it help us to shape our future?

Geography

- Locate on a map the main axis and allies and axis controlled countries using atlases, maps and Goggle Earth
- Understanding the main human geographical areas of Britain targeted by German bombing and why they were targeted – use historical maps

Art

- To create a landscape collage of a 'Blitz' scene during WW2.
- To combine the use of paint, chalk and collage to evoke a sense of despair.

DT

- Understanding seasonality and understand aspects of how we grow, rear, catch and process foods.
- Understanding safe food hygiene practices
- Use cooking utensils confidently and safely (knife, peeler etc.)
- Measure and weigh ingredients with a degree of accuracy.
- Generate ideas for a Anderson Shelter using images from historical evidence.
- Design an Anderson shelter through an annotated drawing – showing measurements including height and length.
- Use a variety of tools and aids including bench hooks, G-clamps, baby vice, junior hacksaws and glue guns to cut, shape, join and wood to create a 3D structure with some accuracy.
- Evaluate their Anderson shelter against their original design – making adaptations as it is made.
- Understand how to strengthen their design.
- Understand how the designer of Anderson shelters adapted a shelter design to be reinforced to prevent injury during a bombing raid.

Dance

- Learn and perform the Waltz and the Lindy Hop.
- Show precision in movements including control and fluency by responding to the rhythm of the music.

- Perform the dances to parents.

Music

- Sing 2 popular WW2 songs – one slower, one more upbeat.
- Control the pitch and tempo of the song and perform in a round.
- Discuss how the music would have made the people feel at the time of the war and the meaning of the words.
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Outcomes for the Sequence: What will the children do?

- Put on a World War 2 'Tea Dance' for parents (includes learning the Lindy Hop, World War 2 songs, making rationed food, making bunting).
- Make their own mini Anderson Shelters.
- Make a landscape collage of a city after the blitz.
- Write a story about being an evacuee.

Science	Earth and Space	Any other linked subjects... Music (The Planet Suite by Holst)	
Year group: 5	Whole/Half Term: Autumn 2	Timescale: 6 weeks	
Outcome for the Sequence: What will the children do?			
• To create an orrery of our Solar System. • Create a drama demonstrating the movement of the Earth and Moon in relation to the Sun.			
<u>Learning Intentions</u>			
Expected: • I know how the Earth and other planets move around the solar system. • I can describe how the Moon moves around the Earth. • I know that the Sun, Earth and Moon are approximately spherical in shape. • I know that day and night occur as the Earth rotates. ➤ I support my argument by using some detailed scientific evidence.			
Greater Depth: • I know exactly how the Earth and other planets move around the solar system and can describe their orbit patterns and lengths. • I can describe in greater depth how the Moon moves around the Earth and Sun. • I can use scientific terminology to describe that the Sun, Earth and Moon are approximately spherical in shape. • I know that day and night occur as the Earth rotates and can explain this scientific process and its effect to create time zones in detail. ➤ I support my argument by using a range of scientific evidence.			

Science	Forces	Any other linked subjects... History – aircraft and ships WW2	
Year group: 5	Whole/Half Term: Autumn 1	Timescale: 6-7 weeks	
Outcome for the Sequence: What will the children do?			
- Plan and carry out an investigation about spinners. - Plan and carry out an investigation linked to paper aeroplanes. - Plan and investigate friction. - Plan and carry out an investigation ‘the great egg drop’ - Build a balloon powered car.			

Learning Intentions

Expected:

- I take measurements accurately and repeat my measurements to improve my accuracy too.
 - I can describe the force of gravity to explain why objects fall.
 - I know that air resistance, water resistance and friction all act on objects to slow them down.
 - I know that levers, pulleys and gears can turn a small force into a greater force.
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- I can plan scientific experiments, stating which one variable will remain constant.
 - I take measurements accurately and repeat my measurements to improve my accuracy too.

Greater Depth:

- I confidently take more measurements accurately and repeat my measurements to improve my accuracy too.
 - I can describe the force of gravity to explain in detail why objects fall, and know that gravity is relative to the size of the planet.
 - I know that air resistance; water resistance and friction all act on objects to slow them down and can use investigations to help explain this effect.
 - I can explain why levers, pulleys and gears can turn a small force into a greater force.
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- I can plan different types of scientific experiments, stating which one variable will remain constant.
 - I confidently take more measurements accurately and repeat my measurements to improve my accuracy too.

R.E.	Faith and the Arts (Focus: Christianity & Buddhism)	Any other linked subjects... Art, Music	
Year group: 5	Whole/Half Term: Autumn 1 & 2	Timescale: 7-8 weeks	
Outcome for the Sequence: What will the children do?			
• Visit the Cathedral for a guided tour to look at the stained glass windows and then making a mini 'shrinky' glass window keyring. • Make their own 'stained glass window' that reflect their spiritual beleiefs.			
<u>Learning Intentions</u>			
Expected:			
➤ I can show my own spiritual beliefs through a form of art work. ➤ I can describe how people express their beliefs in a variety of ways and suggest what they mean. ➤ I understand that there are a variety of beliefs in the world both between different religion as well as within a religion. ➤ I am able to ask some important questions about the beliefs that people hold.			
Greater Depth:			
➤ I use a wide range of vocabulary to suggest similarities and differences in the ways that people express their faith. ➤ I am able to articulate my own and other people's views on who they are and where they belong. ➤ I am able to explain what inspires and influences me.			

Other Subjects *(please indicate which half term if Medium Term plan is for whole term)*

Subject: Gymnastics (2nd half term)	Outcome: To create a sequence of 3 balances and 3 travels and 3 jumps with a partner at different heights on the floor.
Subject: Dance (1 st and 2 nd half term – 8 weeks)	Outcome: To be able to perform a simple dance sequence of movements that reflect the rhythm and style of music around the time of WW2.
Subject: PSHE (Positive mind-set and the Learning Pit)	Outcome: Children can talk about their learning; including their struggles, in a positive way and apply this across all areas of learning.

Subject: French (1 st and 2 nd half term)	Outcome: Will be able to identify word classes and use this to build their own 'silly' simple sentence, sharing this with small groups and the class.
Subject: Games – Netball (1 st half term)	Outcome: Will take part in a mini tournament with mixed teams from years 4, 5 and 6.
Subject: Games – Tag Rugby (2 nd half term)	Outcome: Will take part in a mini tournament of mixed teams.
Subject: Music – Singing	Outcome: Will be able to sing in tune as part of a group and perform rounds.