



*World War II – Conflict and Resolution*



**Historical Intent**

The intent of teaching World War 2 to Year 5/6 students is to provide a comprehensive understanding of the events that took place during one of the most significant conflicts in modern history. By exploring the causes, events and consequences of the war, students will develop a critical awareness of the impact of war on people, societies and nations. Through the study of World War 2, students will gain an understanding of the key players involved in the conflict, including the Allied and Axis powers, and the major leaders and figures of the time. They will also explore the role of technology, propaganda, and ideology in shaping the course of the war. In addition, students will develop their skills of historical enquiry, using a range of primary and secondary sources to analyse and interpret historical evidence. They will learn to critically evaluate sources and develop their own interpretations of events, contributing to their development as informed and critical thinkers. Overall, the intent of teaching World War 2 to Year 5/6 students is to develop their understanding of the historical context of this significant conflict and the impact it had on individuals, societies and the world at large. This will help them to develop a deeper appreciation of the complexities of human conflict and their role as informed and engaged citizens in shaping the world around them.

**English – National Curriculum and skills**

**Composition**

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader noting and developing initial ideas, drawing on reading and research where necessary;

**Overview**

Narrative – Rose Blanche – The children will narrate the story of Rose Blanche, focussing on what could have happened in the story.



- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action;
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

**Handwriting and Presentation**

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.

**Vocabulary, grammar & punctuation**

- Understand active and passive voice; Use paragraphs for clarity and structure; Use organisational devices (headings, bullet points, underlining); Advanced punctuation: brackets, dashes, commas to show parenthesis; Selecting vocabulary and grammatical structures that reflect the level of formality; Varying sentence starters; Researching and selecting relevant information; Use organisational devices (headings, bullet points, underlining); Use modal verbs; Use coordinating and subordinating conjunctions; Use semi-colons, colons or dashes to mark boundaries.

Diary Extract – Evacuation – Using Goodnight Mr Tom as a stimulus, the children will take on the role of an evacuee – detailing their journey from home to the countryside.

Persuasive Writing – Propaganda Poster / Radio Broadcast – Children will design a propaganda poster or write the script for a radio broadcast.

Instructions – War Time Recipe – Link to D/T: Children will write their instructions for a meal using rationed food.

Persuasive Writing – Letter to Churchill / Turing – As Alan Turing, the children will write a letter to Churchill asking for further funding for Bletchley Park.



History	Overview
<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• a local history study</li> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period of World War II</li> <li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> </ul>	<p><b>Where is Germany and what is it like today?</b> The children will study what modern Germany is like to help give them an understanding of how different it was during World War Two.</p> <p><b>How did Hitler come to power?</b> The children will study how Hitler came to power and find out about his influence over the Germany population.</p> <p><b>How did Hitler become the leader of Germany?</b> The children will use chronology to map out Hitler's journey from power to leader. They will see how he used authoritarian methods to create his dictatorship.</p> <p><b>How was Europe ruled before the start of WW II?</b> The children will study the political atmosphere prior to Hitler's invasion and expansion of Germany.</p> <p><b>How did Hitler expand German power?</b> The children will find out how Hitler annexed certain countries to expand and begin to create an empire.</p> <p><b>How did the WW II Begin?</b> The children will explore what led to the start of World War 2. They will find out about how Hitler expanded right across Europe and how the UK responded.</p> <p><b>What impact did WW II have on the North East of England?</b> Children will discover how the main cities factories were affected and what happened to the children who were evacuated.</p>

Design Technology	Overview
<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>	<p>Gas mask boxes and war time food: Children are to design and recreate a gas mask box to the specific dimensions of world war 2 .</p>



- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

They are to evaluate them and say how improvements can be made.

Looking at a WW2 diet. Children to identify a healthy meal based on nutritional requirements and a balanced diet. Children to identify which ingredients are needed for their recipe and to complete and order form for the office. Food to be prepared carefully with reference to food hygiene, children to develop a range of skills linked to food preparation i.e. cutting, grating, spreading

Evaluation through taste test, and appealing appearance.

Other Subjects	Overview
PE – Cricket/ Rounders and athletics  RE – What do Christians Believe about GOD?	Children will continue to develop their striking and fielding skills, focussing on improving their own and others performance.  To understand that Christians believe there is only one God and that he made us in his image. To understand that Christians believe God created the world in 6 days and on



Computing – 3D Modelling

the 7th day he rested. To understand that there are different viewpoints to how the world was created and it is important to respect each other's views.

To be introduced to 2Design and Make and the skills of computer aided design. To explore the effect of moving points when designing. To design a 3D Model to fit certain criteria. To refine and print a model.

Science – Properties and Changes of Materials

Children will work with a focus of the materialistic properties of commonly used items during World War II and evaluate the effectiveness of their use. Children will also explore reversible/irreversible changes and how chemical changes have an impact upon our lives.

Art – Featured Artist – Henry Moore

The children look at the underground series of sketches produced by Henry Moore and recreate their own version using a variety of different pencils. They study the use of propaganda posters used in the war and design and print their own poster to help the war effort .

The children then make Japanese peace koi kites which were used to symbolise peace after the war.

Fresh Prince of Bel Air – Charanga



Music – Fresh Prince of Bel Air

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic /pictorial notation).

To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

**Linked Texts**

Rose Blanche – Roberto Innocenti  
Diary of a Young Girl – Anne Frank  
Goodnight Mr Tom – Michelle Magorian

**Home Learning Opportunities**

Talk with family members if they have any experiences of World War II  
Design a Propaganda poster



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 5/6

Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none"><li>• What were the reasons that WW II broke out?</li><li>• What was life like in Britain during the war?</li><li>• What lasting effect did World War II have on Britain?</li></ul>	Beamish Museum Gun Emplacements in Redcar / South Gare	Dictator, Fascism, Appeasement, Allies, Axis, Rationing, Prejudice, Holocaust, Battle of Britain