

WAR OF THE WORLD



History

What we should already know.

- Use a given timeline to place local, national and international events within a period of history.
- Understand common words and phrases relating to passing of time.
- Identify if a source is primary or secondary.
- Identify fact and opinion within a written source.
- Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.

As Historians we will:

- Understand common words and phrases relating to the passing of time.
- Use a timeline to place a range of periods from around the world, some occurring concurrently.
- Evaluate the usefulness and accuracy of different sources of evidence.
- Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
- Select the most appropriate source of evidence for a particular task.

Geography

What we should already know.

- Use an infant atlas to locate places.

As geographers we will:

- maps, atlases, globes and digital/computer mapping to locate areas of study (Worldwide).

Vocabulary:

Scale, observe, political map, physical map, topographic map, urban, relief, eastings, northings

Vocabulary:

Isolationism, dictators, appeasement, Holocaust, ration, evacuees, propaganda, Allies, Axis, Rhineland, Luftwaffe, concentration camp, rural, urban, liberate, legacy, prime minister, Fuhrer, empire, Treaty of Versailles, Holocaust, antisemitism, ideology, Aryan Race, Blitzkrieg, reliability, subjective, objective, bias, justification, the source omits to mention that... plausible, interpret, validity, concurrently



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D&T

What we should already know.

Design purposeful, functional, appealing products for themselves and other users based on design criteria

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products against design criteria

As Design Technologists we will:

- 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
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Vocabulary:

Aesthetic, ergonomic, prototype, cross section, dismantle, linear, evaluate, illustrate, critical, analyse, complex



Music

What we should already know.

- Develop a more detailed understanding of the history of music, naming great composers/musicians and examples of pieces of music
- Improvise and compose music that combines several layers by selecting, creating and combining sounds

As Musicians we will:

- Notice and explore how music reflect time, place and culture
- Improvise and compose music for a range of purposes or to convey an idea using the full range of inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure
- Listen with attention to detail and recall sounds with increasing aural memory

Vocabulary:

Dynamics mezzo forte (=moderately loud), mezzo piano (=moderately quiet),
Crescendo (=getting louder), diminuendo (=getting quieter), symphony
intro, middle, outro



WAR OF THE WORLD

Be Creative!

We will be creative when we design and make our bomb shelters.

Be Resilient!

We will be resilient when we overcome challenges in the WW2 assault course.

Be World-wise!

We will be world wise when we learn all about World War 2 and the impact it had on Britain and the World

Application!

We will apply all of our history knowledge to plan and carry out our own WW2 fitness assault course!
We will also be making our own Anderson shelters!

Wow!

We will visit the Holocaust Exhibition and Learning Centre in Huddersfield!

We will use our Virtual Reality headsets to visit different elements of the war, including: The Blitz, aerial view of a fighter plane, D-Day landings and Auschwitz Birkenau!