	St Peter's Church of England Primary School			
	Medium Term Topic Plan	**Year Group:** Y5/6	**Strand B** **Term:** Summer **Theme: WWII**	

Framework of Skills, knowledge and Understanding
Subjects

Art	D&T	Science	History
Textiles- Create pictures linked with WWII and the Queen for the Jubilee celebrations. • I can experiment with and combine different materials and methods in designing a project. • I can use sewing and textiles as part of a project. • I can use my textile and sewing skills as part of a project – hanging, textile book etc. • I can use sewing & textiles as part of a project. • I can do a broad range of stitches including running stitch, cross-stitch, backstitch, applique or embroidery. • I can create a final project that shows a broad range of my skills in sewing, such as stitch choice and range of materials used. **Using IT to create art.** • I can create a piece of artwork that combines digital images I have taken. • I can combine graphics and text to create an image based on research of other graphics. • I can scan images I have taken and use software to adapt them and create work with meaning. • I can communicate my ideas using animation, video and sound. • I can use software to create digital art & design. • I can create a piece of art which can be used as part of a wider presentation.	**Looking at food eaten during WWII** Understand and apply the principles of a healthy and varied diet. * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. * Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Computing** **Introducing 2DIY** • Children have used the 2DIY activities to create a picture-based quiz. • Children have considered the audience's ability level and interests when setting the quiz. • Children have shared their quiz and responded to feedback. **Using 2Quiz** • Children understand the different question types within 2Quiz. • Children have ideas about what sort of questions are best suited to the different question types. • Children have used 2Quiz to make and share a quiz. • Children have considered the audience's ability level and interests when setting the quiz. • Children have shared their quiz with peers. Children have given and responded to feedback. • Children have chosen an appropriate Text Toolkit tool to make their own game(s). • Children have designed their own quiz	**Year 6 Evolution and inheritance** Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • Planning different types of scientific enquiries to answer questions. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line charts • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.	*Key Enquiry question: How did WW2 impact on children and adults?* •Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history •Know how to place historical events and people from the past societies and periods in a chronological framework •know how Britain has had a major influence on the world **World War II** • To understand why WWII started. • To understand the impact WWII had on children, and be able to relate this to how they live their lives today. • To be able to discuss how the role of women changed during the course of WWII due to men being away at war, and how this opened up opportunities for women after the war. • To understand how the Queen played an important role during the War effort. • How warfare changed the lives of the civilian during WWII. • To be able to discuss 'blitzkrieg' and its effect on England. • To understand the Holocaust To understand the role the Queen played during WWII as an example to other women and what they could achieve.

Geography

When looking at the outbreak of WWII
To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

French

'La Seconde Guerre Mondiale'
Group/order unknown vocabulary to help decode text in French.
Improve their listening and reading skills.
Name the countries and languages involved in WW2.
Say what the differences were in city and country life during the war.
Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.

• Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.

Networks
The World Wide Web and the Internet
 • Children know the difference between the World Wide Web and the internet.
2 **Our School Network and Accessing the Internet**
• Children know about their school network.
• Extension: Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN.
3 **Research**
 • Children have researched and found out about Tim Berners-Lee.
 • Children have considered some of the major changes in technology which have taken place during their lifetime.

Online Safety
What content can we trust online?
Discussing the author's bias/authenticity and how this can influence the reader. This is in relation to blogs, vlogs, adverts, comments, public posts, post sharing and fake news to critically appraise and evaluate these.

PHSE
School Nursing Team input:
Year 5-Girls Puberty.
Year 6 Growing up

Year 5-Alcohol Awareness Curriculum for life.

• For children to increase their knowledge and understanding of the risks and harms of alcohol.
• For children to understand the short and long term risks of alcohol.
• For children to understand that alcohol can make people make bad choices and decisions and can lead to further risky situations.

Year 6-Drug Awareness

To do a baseline assessment of the drugs children are aware of. Use this assessment to then research the drugs and their effects on the body and feedback their findings to the rest of the group. Discuss the consequences of drug taking within the group's comfort zone.

Music

National anthems (Charanga topic)/WW2 songs/ Freedom (Charanga Y5 U3 MMC)

Listen to, Compare and learn to sing national anthems from different countries. Explore the lyrics and their meaning.

Learn some traditional WW2 songs.

Explore the historical context of the songs (What was happening historically/musically).

Learn the song 'Freedom' (South African Pop song). Explore how music can help make changes to the world.

Play a Glockenspiel/percussion part to accompany the song. Play own part with an awareness of others.

Great Composers:

Explore the life and work of the Great Composer 'Beethoven'.

Use the BBC Ten pieces & Classical 100 resources to explore Beethoven's 5th Symphony (develop knowledge of musical dimensions, notation, rhythm and explore major/minor scales).