

**Autumn Term 2024 Year 5 and 6:**

**Connected Curriculum Theme:** Peace and Conflict

**Topic:** World War Two

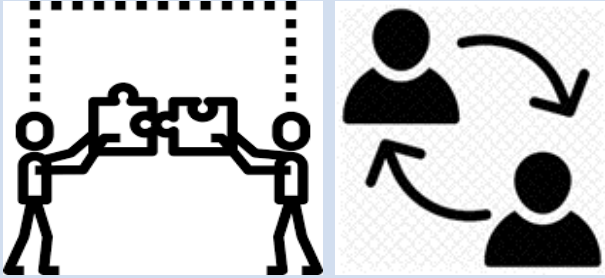
**Our Big Question:** How can we understand others and bring about peace?

**Brave Changemakers Outcome:** The children will be working in pairs to create projects about Nobel Peace Prize winners, which will be shared with families in a showcase.

**Learning questions:**

- When did the war happen and who was involved?
- What was the impact of the war on children?
- How did people stay safe during the Blitz?
- What was the role of the Kindertransport?
- What is the importance of cities in the UK?
- What is the importance of rural areas in the UK?
- Why were cities bombed during the war?
- Who has been celebrated for resolving conflicts?



Some Facts (Knowledge & Understanding)	Skills
<ul style="list-style-type: none"> <li>World War Two took place between 1 September 1939 and 2 September 1945.</li> <li>World War Two involved 61 countries including 1.7 billion people.</li> <li>Britain was involved in the World War Two from the start, and every British person, including children, was involved in, or affected by the War.</li> <li>The Battle of Britain was a significant battle during World War Two that lasted for 3 months, during which the British Air Forces defended the UK against attacks by Germany.</li> <li>The Kindertransport was an organised rescue effort of children from Nazi-controlled territory.</li> <li>The Nobel Peace Prize is awarded to those who have done significant work to promote peace.</li> </ul>	<p><b>Cooperation and Conflict Resolution –</b> Children will work cooperatively to solve problems or achieve goals. They will take on different roles in group work and employ effective strategies for repairing damaged relationships.</p> 

Key Vocabulary	
<p><b>Conflict</b> A serious disagreement or argument. To clash.</p>	<p><b>Invade</b> Enter (country) through force or war. Uninvited occupation.</p>
<p><b>Peace</b> Period of no conflict or conflict has ended. Freedom.</p>	<p><b>Evade</b> To escape or avoid something or someone. Avoid harm.</p>
<p><b>Evacuate/Evacuation/Evacuee</b> Movement of a person to a place of safety. Move away from danger.</p>	<p><b>Holocaust</b> Devastation or destruction with fire. Often linked to plight of Jews.</p>
<p><b>Refugee</b> Person forced to leave home country to flee conflict.</p>	<p><b>Allies</b> Peoples or countries cooperating to mutual benefit. To formally help one another in war.</p>
<p><b>Rationing</b> To only allow a fixed amount of a commodity that is in short supply.</p>	<p><b>Propaganda</b> Biased or misleading information used to promote a political point of view</p>
<p><b>Shelter</b> A place giving temporary protection.</p>	<p><b>War</b> A state of armed conflict between different countries or different groups within a country</p>

Subject	Term 1 & 2 Learning in Year 5
Writing	Letter writing based on future goals Diary entry writing based on 'The Machine Gunners' by Robert Westall Non-fiction writing about an element of World War Two
Reading Skills	Reading aloud fluently, discussing texts, exploring meaning of vocabulary, taking notes from sources, predictions based on understanding a text
Mathematics	Place value – numbers to 1,000,000 Addition and subtraction – using written methods to add and subtract numbers with more than 4 digits and solve multi-step problems Multiplication and division – multiplying & dividing by 10, 100 and 1000 and learning about multiples, factors, prime, square and cube numbers
Science	Forces
Religious Education	The Gospels: What would Jesus do?
Computing	Online safety
Physical Education	Basketball with Bristol Sport coaches Dance with Miss Mason
History	The chronology of the second world war and which countries were involved. The impact of war on children, including evacuation, loss of family members and homes etc. The role of Kinder transport.
Geography	UK cities and their importance Rural areas in the UK and their importance Why certain areas of the UK were bombed during WW2
Art	To know how an artist uses tone to create the illusion of form and space – foreground, middle ground, background. To know what a wash means when building up a background and when creating tone. To know how to create an image in stages, developing a final outcome over a period of time, allowing layers to dry.
PSHE	Being Me In My World
French	Presenting myself