

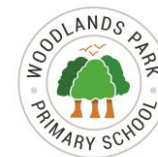


# Topic: Children of World War 2

# Term: Autumn 1

# Topic Length: 6 wks

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>									
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
<b>Learning Behaviours</b>				<b>Skills</b>			<b>Knowledge and Understanding</b>				
Attitudes and attributes for learning and life				Subject specific skills required to attain and excel			Deep learning of the key concepts of our curriculum and the National Curriculum				
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>
	<b>Topic Purpose</b>	<i>To empathise with the lives of children in World War 2. To understand the importance of the Torah for Jews and how it compares with our own school values</i>									
		Hook: Creating a profile for a child in the 1930s. A selection of rich texts and resources used in the teaching and learning of history, English and RE.					Outcome: 1. By investigating primary and secondary sources of information, children are able to recall the significant events for WW2 and empathise/imagine the impact on the lives of children. 2. Children are able to understand how the Torah guides Jewish People in how they live their lives and how this compares to the way we live our lives.				
	<b>Main Subjects</b>	History					RE				
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Consider what life was like for children in the past.</li> <li>Collect information from a range of sources and draw conclusions.</li> <li>Ask and answer historical questions about change, cause, significance and similarity and difference.</li> <li>State the years of WWII and dates of key events.</li> <li>Know what life was like in the years preceding the war.</li> <li>Understand how life varied for children during the war.</li> <li>Understand key event such as the blitz, evacuation and rationing and their impact on children's lives.</li> </ul>					<ul style="list-style-type: none"> <li>Children can recount the key events in the story of Abraham and its importance to Jewish people.</li> <li>Children are able to recount the key events in the story of Moses and its importance to Jewish people.</li> <li>Children can recall facts about the Torah and are able to understand how it guides the Jews lead their lives.</li> <li>Children are able to compare and contrast the messages in the Torah to our own school WARMTH values.</li> </ul>				
	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



### Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Next term
PE Autumn 1	Large ball skills - netball, basketball and rugby skills (Autumn 2) passing, catching, scoring, marking and mini team games following rules.
MFL Autumn 1	French food – learn French food and drink items, design a café menu and order food and drink, give opinions about likes and dislikes.
Music Autumn 2	Music from the 1940s – learn and perform 1940s songs, identify instruments in Big Band music. Improvise and compose a ‘C jam Blues’ piece using tuned percussion and pentatonic scale C D E G A
PSHE	Being me in my world – understanding shared values, rights and responsibilities. Setting goals and understanding the impact we have on our own successes.