

Unit planner: Should you just stand by? Novel: Friend or foe/ The Boy in the Striped Pyjamas Weeks: 11

<p>Key Concepts: power, prejudice, conflict, democracy, monarchy, human rights, friendship, impact, law, equality, empathy, sustainability</p>	<p>Intent: To understand why and how conflicts happen on a large and small scale. To learn from previous conflicts and not repeat the same mistakes. To be aware of prejudice and inequality. To learn how to be a good citizen. To develop empathy, tolerance, respect and compassion for others. To use the content of WW2 to inspire art, music and performance and to teach the acquired history and geography skills.</p>	
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: WW2 army recruitment day</p>	
<p>Pupils will be taught to – <u>RE</u> See SACRE document –unit 1 <u>Science</u> Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments. Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. <u>Art</u> Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Begin to develop an awareness of composition, scale and proportion in their work Use simple perspective in their work using a single focal point and horizon.</p>	<p>Subject:</p>	<p>Key Vocabulary:</p>
	<p>History</p>	
	<p>Can I understand the rise of Hitler? Can I understand what caused WW2? Can I use a range of sources to learn about the Blitz? Can I understand what life was like for an evacuee? Can I use a range of sources to investigate rationing? Can I research what life was like for women, children and men in the UK in WW2? Can I explain and demonstrate how to stay safe in an air raid? Can I explain the role of propaganda in WW2? Can I use a range of sources to research the lives of groups in Germany during WW2? Can I explain the significance of remembrance day? Can I analyse a range of sources to understand the holocaust? Can I understand how WW2 came to an end?</p>	<p>Democracy, dictatorship, primary, secondary, reliability, validity, chronology, evacuee, blitz, rationing, propaganda, prejudice, human rights, holocaust, air raid, conflict, anti-Semitism, Nazism, Treaty of Versailles, Aryan, battle, blackout, concentration camp, emigration, genocide, Gestapo, Luftwaffe, refugee,</p>
	<p>Geography</p>	
	<p>Can I identify the allies and axis on a map? Can I research a specific country? Can I compare the physical and human geography of the UK and Germany? Can I use a map to locate and then compare concentration camps?</p>	<p>Allies, axis, Europe, Auschwitz, atlas, border, capital, continent, city, population, climate,</p>
	<p>Art</p>	
	<p>Can I use blending and shading with a range of mediums to create a blitz inspired background? Can I research and replicate London landmarks to make a realistic silhouette? Can I use a drawing grid to accurately replicate an image?</p>	<p>Blend, shade, media, colour, shadow, line, textures, tones, shape, sketch, light, dark, cross hatching, distance, perspective, replicate,</p>
	<p>RE Unit 1: What can we learn from Hindus, Sikhs, Muslims and Christians?</p>	
	<p>RE: Unit: Religious stories about transition</p>	
	<p>Can I understand how stillness and silence can help us learn? Can I understand why Hindus and Sikhs celebrate Diwali? Can I show what I have learnt from the Mandir? Can I use breathing exercises to help me stay calm? Can I use tensing exercises to help my imagination? Can I retell some key stories from the religions they have studied? Can I describe the significance of these stories to believers? Can I make links between stories, festivals, scriptures and values? Can I explain some meanings of the stories with regard to belief about God or the divine? Can I suggest answers to questions about the values and beliefs which the stories touch upon?</p>	<p>generous, greedy, charitable, materialist, giving, open-hearted, reflection, stillness, quietness, learning from silence, the gift of peace, belief, prayer, transition,</p>
	<p>D & T</p>	
	<p>Can I design and make a wartime recipe? Can I design and build an air raid shelter? Can I select and work with a range of materials? Can I use a cross-sectional design for my air raid shelter? Can I contribute towards bake-off? Can I make do and mend?</p>	<p>Design, hygiene, quantity, measure, media, mould, shape, quality of materials, combine, ratio,</p>
	<p>Music</p>	
	<p>Can I sing in parts? Can I sing in harmony? Can I use a range of percussion to compose a blitz inspired sound scape?</p>	<p>Pitch, pulse, tempo, melody, dynamics, duration, rhythm, structure, timbre, texture</p>

<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p><u>Computing</u></p> <p>Understand how computer networks enable computers to communicate and collaborate.</p> <p>Use technology respectfully and responsibly.</p> <p>Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content.</p>	<p>Can I use GarageBand to create a blitz inspired sound scape? Can I compare my compositions?</p>			
<p><u>DT</u></p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Use technical knowledge accurate skills to problem solve during the making process.</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</p>	<p>PSHE</p> <p>Can I recognise the signs of bullying and use STOP? Can I identify what makes a good friend? Can I recognise prejudice and racism and its impact throughout history? Can I understand how laws protect us and our rights? Can I understand my own conflicts? Do I know when it is appropriate to share personal/private information in a relationship? Do I know how and where to get support if a relationship goes wrong?</p>		<p>discrimination, human rights, parliament, discrimination, pressure, sterilisation, homosexuality, compromise, resolution,</p>	
<p><u>Geography</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Computing</p> <p>Can I use green screening to create a news report? Can I use a keyboard confidently to present my work? Can I use keyboard shortcuts? Can I organise my work into files? Can I independently use more advanced searching techniques when using a search engine? Can I use Morse code? Can I critically evaluate websites for reliability of information and authenticity?</p>		<p>Collaborate, analyse, keyboard, mouse, internet, shortcut, save, folder, evaluate, information</p>	
<p><u>History</u></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Science: Electricity; Light</p> <p>Can I research alternatives for fossil fuels? Can I use a range of sources to research the discovery of electricity? Can I recognise and draw circuit diagrams using the appropriate symbols? Can I make a working circuit identifying the effect of changing the components? Can I investigate how the brightness of a lamp or volume of a buzzer changes with a different number of cells? Can I explain how light travels from an object to the eye? Can I plan and record a fair test that explains how shadows are created? Can I use units of measure to make my test more accurate? Can I use a data loggers in my investigations?</p>		<p>Light source, Reflect, Translucent, Transparent, Travel, Opaque, Shadow Iris, sclera, retina, lens, cornea, pupil, Fossil fuels, hydroelectric power, power plant, wind turbines, solar power, Conduct, insulate, bulb, wire, battery, switch, buzzer, motor, cell, series, simple circuit, symbol, voltage, brightness, component,</p>	
	<p>Text types:</p> <p>Newspaper Setting description Alternative ending Poetry/ Short story</p>	<p>Literature:</p> <p>Boy in the striped pyjamas Rose Blanche Where the poppies grow The Christmas Truce Anne Frank Rosa Parks Marie Curie Friend or Foe</p>	<p>Maths links:</p> <p>Analysing data from data logger Line graph of shadow data</p>	<p>Published Outcomes:</p> <p>Newspaper report Poetry book Green screen report/blitz soundscape Blitz artwork Assembly Air raid shelter</p>
	<p>Enrichment:</p> <p>Visit: Beaumanor hall WW2; Mandir;</p>			

Understand how our knowledge of the past is constructed from a range of sources.

Make confident use of a variety of sources for independent research.

Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.

Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.

Use evidence to support arguments.

Music

Sing as part of an ensemble with full confidence and precision.

Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.

Create a simple composition and record using formal notation.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

PSHE

Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

Recognise and respond appropriately to a wider range of feelings in others

Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

Recognise different types of relationship, including those between acquaintances, friends, relatives and families.

Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk