



How did WW2 affect the people of Middlesbrough?

Why This? Why Now?

This topic builds on the previous learning of the children. They have researched Ancient Greece and Ancient Rome and have an understanding of absolute power and democracy – this is built upon further through their trip to London looking at the role of Parliament. The ironstone mine work undertaken in Year 5 helps the children to understand how Middlesbrough developed through nearly 100 years of ironstone mining and why subsequently Middlesbrough and our local community became a strategic target for Nazi Germany.

This area of research helps to embed the children's understanding of British values:

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

English -National Curriculum / Skills	OVERVIEW
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary 	<p>Outbreak of War – newspaper report</p> <p>Air raid description – inside an Anderson Shelter</p> <p>Frank Walker/Douglas Bader – biography</p>

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- evaluate and edit by:

Assessing the effectiveness of their own and others' writing:

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Carrie's War, Nina Bawden (exploring life as an evacuee) – character description, setting description, letter in the role as Carrie (an evacuee)

Narrative – story of an evacuee

Remembrance Day poetry.

Goodnight Mr Tom by Michelle Magorian – whole class reading and reading comprehension questions.

History – National Curriculum / Skills

OVERVIEW

Have a chronologically secure knowledge and understanding of British, local and world history.

Make informed responses to historical questions choosing and using a range of sources (exploring a range of primary and secondary sources discussing

The children research change in British PM: Neville Chamberlain – Winston Churchill. Children investigate Churchill's War Cabinet and how Britain stood together and responded to dictatorship and tyranny.

Recognise the role of the Royal Family during the war.

reliability and bias. Newspapers of the times, propaganda, WW2 posters, Anne Frank's Diary)

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Understand cause and effect between periods of history studied and modern day.

Describe a key event from Britain's past using a range of evidence from different sources.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Summarise the main events from a period of history, explaining the events and what happened.

Evacuation – why? Who? Where? When?

Researching evacuee suitcase.

Researching life as an evacuee and living with a host family – children explore first-hand recollections of evacuees experiences including written documents and videos. From this they write a letter home as an evacuee using period language.

Children study the diary of Anne Frank and a range of sources of information in order to produce a biography of her life.

Local study – effect of WW2 on the people of Middlesbrough. Research the bombing of Middlesbrough Train Station using a range of sources in order to produce a detailed newspaper report from the time.

Children research life during WW2 Christmas.

Research Anderson and Morrison shelters using historical documents.

Art – National Curriculum / Skills

OVERVIEW

Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Children create Blitzscapes using water colours to experiment with blending and paint techniques.

Design and Technology – National Curriculum / Skills

OVERVIEW

Use informed research and results of investigations to inform and produce a design criteria.

Create a detailed design criteria based on research and investigations.

Children create a replica of an Anderson Shelter.

PSHE – National Curriculum / Skills	OVERVIEW
What is meant by protected characteristics? Discrimination and the law	Children explore discrimination and the law linked to WW2 – Feelings and Attitudes

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
What is tolerance? What is freedom? What is prejudice? STAR values – teamwork, resilience	Ryedale Folk Museum ‘Meet’ Frank Walker / Douglas Bader	Once – Morris Gleitzman Goodnight Mr Tom – Michelle Magorian Carrie’s War – Nina Bawden Diary of Anne Frank

Supporting Your Child at Home

<http://www.primaryhomeworkhelp.co.uk/Britain.html>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>