

World War II

Studying World War II will improve the children's awareness of the costs of war. The importance of avoiding conflicts in the future will be emphasised throughout the topic. We will explore how failing to stand up to evil can have dire consequences and highlight the importance of resilience and hope in dark times.

Computing

I can identify features of videos.

I can use a digital device to record video and experiment with different filming techniques.

I understand that video can be improved through reshooting and editing.

DT

I can research air raid shelters and create a design for a structure that will solve a problem.

I understand how key inventors and inventions have been important e.g. the Anderson and Morrison shelters.

I understand how to build frame structures and make them strong and stiff.

I can reinforce more complex structures using "triangulation."

I can choose materials according to their properties (e.g. are they rigid and strong?) and appearance.

I can test my design, discuss what worked well and how I could improve next time and I can listen to the feedback of others.

History

I can find evidence from different sources on propaganda used for WWII, identifying any bias, and form a balanced argument.

I can create a timeline of WWII which includes key dates and when they occurred on a timeline of British history.

I make connections between WWII and its impact on the wider world.

I use a range of historical sources or artefacts to build a picture of Hitler during WWII.

I can use a range of historical sources or artefacts to build a picture of events during WWII.

I can compare and contrast an aspect of life in Britain during WWII with our lives today.

Spanish

I can repeat and recognise the vocabulary for a variety of clothes in Spanish and use the appropriate genders and articles for these clothes.

I can say what I wear in different weather/situations and describe clothes in terms of their colour and apply adjectival agreement.

RE

How are laws created?

How is a leader chosen?

Where do religious laws come from?

How did Guru Nanak choose a successor?

When can someone become a leader?

How can religious texts be leaders?

Hillstone Life Skills

Learning to make 'for' and 'against' arguments to with decision making

I know what county lines is, the impact this has on families and what to do if I have any concerns.