



What are we fighting for?

As language specialists we will... become immersed in classic writer's perceptions of WWI and WWII including 'Goodnight Mr Tom' and Morporgo's 'Private Peaceful'. Through the poignant tales of Boyne in 'The Boy in the Striped Pyjamas' and Holm's 'I am David' we will learn through children's perspectives about the devastating experiences of The Holocaust in Germany. Clips from the film of 'The Boy in the Striped Pyjamas' and 'Goodnight Mr Tom' will also be used to enhance our learning. We will also be studying works of non-fiction as we explore recounts told in Dowswell's 'War stories'. This will link with soldier's opinions and views in works of poetry in a collection titled 'What are we fighting for?' that will enable us to think deeper about the impact of war on individuals. *The diary of Anne Frank* will also be a reference point throughout our learning and in thinking about the often forgotten animals of the war, we will explore the compelling tale of 'The Emergency Zoo' by Halahmy.

As geographers we will be learning about the allies in WWII and how geography impacted on this. We'll think about how war altered land use and the economy across Europe. We will be studying British locations as we track evacuation and strategies of war.

'Pupil should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time...human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.'

As historians we will be analysing primary written sources and secondary film clips to study key battles to include Battle of Hastings, Battle of Waterloo, Battle of the Somme and D-Day. We will track the evolution of battle and how technological advancements have impacted on this. We will also be looking at the role of animals in war.

'Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that details a significant turning point in British history, for example ... the Battle of Britain.'

As scientists we will be developing our knowledge of electricity and circuits, using different circuits and components to understand and record variation and function. Through DT we'll be designing and making our own torches to use in a 'black-out', putting our knowledge to the test in a practical project.

'Pupils should be taught to: 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.'

Across the curriculum

As musicians we will be discussing the importance of morale in battle and how songs are used to boost soldier's mood, with a focus on famous tunes from WWII. We'll even try to write some versus for ourselves.

As expressive artists we will study the work of Christopher Nevinson (one of the most famous artists from WWI) and be inspired to re-create acts of battle in his futurist style. We will also be learning the skills of sculpting as we create our own poppies.

As computer specialists we will be using software and programming skills to create circuits that expand on our learning in science. We will be creating electric circuits that function through the computer as well as through physical components.

As philosophers we will be learning about Judaism as a religion and begin to unpack the prosecution of this religion and many other groups deemed to be undesirable in Nazi Germany. We will learn from the trauma faced by others and endeavour to never forget such tragic acts. This will be consolidated with our trip to The Holocaust Centre and Museum in Newark.

As fitness experts we will be experiencing snippets of army style training (on a much smaller scale) as we'll tackle a range of circuits that develop strength, speed and flexibility.

Knowledge of the World What was the role of women in war in the past? What role do women play in the battles faced in our modern world? What does this tell us about the roles of men and women in society today compared to the past?

Citizenship As citizens of Great Britain with a future right to vote and impact on society, what do we know about current major World Leaders opinions and views on war and what does this suggest for our future?

Ambitious thinking 'If you want to end war, then instead of sending guns, send books. Instead of sending tanks, send pens. Instead of sending soldiers, send teachers.' (Malala Yousafzai) If war is not the answer, then what is?

The Big Idea...

'History is written by winners' – according to Napoleon. In this thought-provoking topic we will immerse ourselves in the battles of the past considering the impact they have had on our world. We will question how life would be if World War I and II had never taken place and therefore we will ask if war is ever necessary? We will also be thinking about the role of citizens involved in war and how devastating consequences of war, such as the Holocaust, are ever able to happen and how, as a society, we could be deemed to just be bystanders looking away. We will compare this with current worldly affairs such as the refugee crisis. Join us as we examine and explore some of the greatest battles in history and analyse the impact they've had on the world we live in.

As mathematicians we will

Be consolidating our basic understanding of number and the place value system to then apply our knowledge to more complex problems. We will be ensuring we have arithmetic methods for the four number operations mastered before tackling some new learning in handling fractions and decimals. All of our learning in maths will encourage using a range of strategies and seeing questions and problems set in different ways to develop our ability to reason and apply our knowledge effectively.