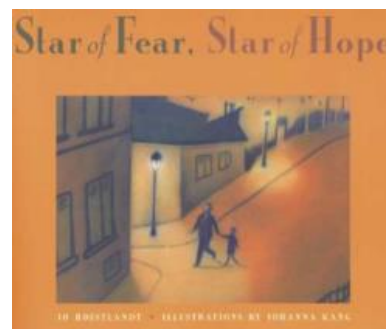




Falconhurst School Autumn | 2021

Year Group: Five and Six

Pathway: Can I step back in time?



THE HOME-SCHOOL



CONNECTION

Homework will be set on Google Classroom and via Spelling Shed and Maths Shed. You can support your children with their Maths Passports by accessing their targets via Google Classroom.

Please follow the links on the next page to help support children's learning at home.

A siren sounds and a Spitfire zooms overhead! It's 1939 and Britain is at war. We'll plot the Second World War's events on a timeline and learn about rationing, Pearl Harbor and the Battle of Britain. From a range of maps, we'll identify safe and dangerous places during the war and make persuasive posters to support the war effort. From a range of sources, we will find out about children and school during the war and learn about discrimination that existed at the time. The children will learn about what it was like during the Blitz and the impact it had on people.

During this pathway we will be using the text 'Star of Fear, Star of Hope' by Jo Hoestland to inspire our writing. To start or revisit your child's learning journey about WW2, we recommend reading 'Once' by Morris Gleitzman, 'Goodnight Mr Tom' and 'My Secret War Diary' by Marcia Williams.

Our Drivers for Learning and Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

They will learn about key figures throughout history who we can learn from and be inspired by.

Knowledge of the World




To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Through this pathway, children will be learning about the impact conflict has had on the wider world and our society. They will look at the impact World War Two had on our local area and discover Bletchley Park, where secret code breakers were based.

Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

Children will gain a sense of right and wrong. They will debate and discuss prejudice that existed during that time and how and if it has changed in the modern world.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	What you can do at home:		
<p>As historians we will</p> 	<p>We will use sources of evidence to deduce information about the past. Compare some of the times studied with those of the other areas of interest around the world. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.</p> <table border="1"> <tr> <td> <p>Year 5:</p> <ul style="list-style-type: none"> -Understand and remember key dates -Remember facts such as how many people died in WW2 -Describe key events like rationing and evacuation </td> <td> <p>Year 6:</p> <ul style="list-style-type: none"> -Investigate and compare conflict from different time periods -Explain why WW2 is significant in British and Global history -Use multiple sources of evidence </td> </tr> </table>	<p>Year 5:</p> <ul style="list-style-type: none"> -Understand and remember key dates -Remember facts such as how many people died in WW2 -Describe key events like rationing and evacuation 	<p>Year 6:</p> <ul style="list-style-type: none"> -Investigate and compare conflict from different time periods -Explain why WW2 is significant in British and Global history -Use multiple sources of evidence 	<p>In lower Key Stage two, children will have used sources of evidence to learn about Romans, Greeks and Anglo Saxons. The children will have put these dates into chronological order, across the time and across history.</p>	<ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century 	<p>Visit BBC bitesized to find out about WW2. Record some of these facts with pictures and illustrations. Listen to a first-hand account from a WW2 survivor. How would you feel if you were in that situation?</p> <p>https://www.bbc.com/news/world-46944775</p> <p>Explore the extent of the blitz.</p> <p>http://bombsight.org/#15/51.5050/-0.0900</p>
<p>Year 5:</p> <ul style="list-style-type: none"> -Understand and remember key dates -Remember facts such as how many people died in WW2 -Describe key events like rationing and evacuation 	<p>Year 6:</p> <ul style="list-style-type: none"> -Investigate and compare conflict from different time periods -Explain why WW2 is significant in British and Global history -Use multiple sources of evidence 					
<p>As Scientists we will</p>  <p>Youngest Scientist</p>	<p>We will be looking at life cycles for plants and animals and how we classify all living things, learning about the scientists, such as Carl Linnaeus and Jane Goodall!</p> <table border="1"> <tr> <td> <p>Year 5:</p> <ul style="list-style-type: none"> -Draw and describe life cycles -Draw and discuss reproduction in plants and animals -Use and create classification keys </td> <td> <p>Year 6:</p> <ul style="list-style-type: none"> -Explain the differences between life cycles, reproduction of animals, plants, amphibians and insects -Propose criteria for your own classification keys </td> </tr> </table>	<p>Year 5:</p> <ul style="list-style-type: none"> -Draw and describe life cycles -Draw and discuss reproduction in plants and animals -Use and create classification keys 	<p>Year 6:</p> <ul style="list-style-type: none"> -Explain the differences between life cycles, reproduction of animals, plants, amphibians and insects -Propose criteria for your own classification keys 	<p>Year 4</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <ul style="list-style-type: none"> - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p>	<ul style="list-style-type: none"> • Life cycle, • Metamorphosis • Asexual • Plantlets • Runners • Bulbs • Cuttings • plants- sexual, asexual • animals- sexual • life cycles • germination • pollination • stamen stigma 	
<p>Year 5:</p> <ul style="list-style-type: none"> -Draw and describe life cycles -Draw and discuss reproduction in plants and animals -Use and create classification keys 	<p>Year 6:</p> <ul style="list-style-type: none"> -Explain the differences between life cycles, reproduction of animals, plants, amphibians and insects -Propose criteria for your own classification keys 					
<p>As Artists we will</p> 	<p>Children will explore the work of Paul Nash who is regarded as one of the most important British artists of the early 20th century. Children will investigate the process that Paul Nash went through to develop as an artist and how World War one and two had an impact on his work. They will learn about the processes that Nash went through to create his works, what media and materials he used and the visual language seen in his work, especially his work based in WW2</p>	<p>In Year 5, children worked with surrealist artists, such as Peter Thorpe and abstract artist, Jason Scarpace. The children create their own pieces of work based on these artists, using the same colours and techniques.</p>	<ul style="list-style-type: none"> • Macabre • Iconic • Brooding • Enchanting • Remnants 	<p>Investigate different work by Paul Nash and try and copy his techniques.</p>		

