

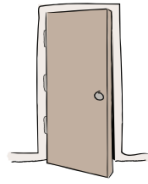


## Enquiry Question: The Home Front: How did World War 2 effect the people of Britain?

Window 	As historians, we will learn about how World War 2 started and the impact it had on the people of Britain at the time. We will learn about the effect on other countries around the world and the chronology alongside other historical events we have studied.	Mirror 	We will reflect on the impact that war had on the people of Britain and how it was important for them to contribute to the war effort overseas. We will particularly reflect on the effect it had on young, school-aged children at the time.	Door 	We will carry out a 'war walk' in Plymouth to observe the effects of the war that can still be seen in the city. We will visit a local air raid shelter to imagine what it would have been like during an air raid drill as well as looking at artefacts from the time in a museum.
PHSE	History	Art	Computing		
Being Me In My World: We will learn about the UN Convention on the Rights of the Child and how these are not met for all children worldwide. We will talk about choices and actions and the far-reaching effects they have, both locally and globally, as well as thinking about our own behaviour and how our choices can result in rewards or consequences and how these make us feel.	British History: We will learn when and why World War 2 began and understand how this period of history helped to shape the world we know today. Using our enquiry skills, we will discover what it was like for people on the 'Home Front' and how they contributed to the war effort overseas. We will reflect on the roles and responsibilities of both men and women during this time and how they helped us to win the war.	Drawing: We will explore the term 'propaganda' and how artwork was used on posters during WW2 to spread information and influence people's thinking on the Home Front. We will develop our drawing skills by creating a final piece that creates a sense of distance, thinking carefully about the fore/back and middle ground, as well as proportion of objects or people in our sketches.	Information technology: Using clips from Horrible Histories as our stimulus, we will learn how to record and edit an informative video about the Home Front in WW2. We will use iMovie software to sequence videos we have recorded and add multiple elements such as: music, voiceover, sound, text and transitions to animate our recordings.		

### Tier 3 Vocabulary

[propaganda](#), [home front](#), [Allies](#), [Axis](#), [prejudice](#), [invasion](#), [air raid](#), [Blitz](#), [coupons](#), [rationing](#), [doodlebug](#), [evacuee](#), [evacuation](#), [Luftwaffe](#), [warden](#)

### Subjects taught discretely

Physical Education	Science	French	Religious Education
Target Games: This unit will focus on the fundamental attacking and defending skills needed to play Handball. In offence, children will learn the technique of how to throw and catch the ball, as well as move, pass and shoot, including the '3-step' rule. In defence, they will learn how to mark, intercept and apply tactics and team work to different game scenarios.	Forces: This term, the children will be learning about gravity, the impact of water resistance, air resistance and friction, as well as mechanisms, such as pulleys, gears and levers.	'La date': This term the children will be learning how to ask questions relating to the date and reviewing learning on the days of the week, months of the years and numbers up to 31.	Why do Hindus want to be good?: In this unit we will focus on the concept of Brahman (God "the Creator") and atman (eternal self) in Hinduism. We will explore in depth the key Hindu concepts about life, death and rebirth and make connections between beliefs about <i>dharma</i> , <i>karma</i> , <i>samsara</i> and <i>moksha</i> . Later in the topic, we will reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> has on individuals and the world.

