

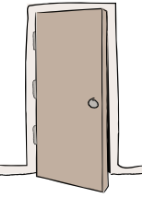


Enquiry Question: The Home Front: How did World War 2 affect the people of Britain? (Part 2)

<p>Window</p> 	<p>We will develop our knowledge as historians by learning about Hitler's Nazi regime and the persecution of the Jewish people during WW2. In our writing, we will research and write a biography about Adolf Hitler and explore the themes of Anna Frank's diary in our guided reading lessons.</p>	<p>Mirror</p> 	<p>Applying our knowledge from last term, we will reflect on how the post-war years affected the people of Britain. We will think carefully about the concept of 'cause and effect' from the war and how it influenced such events as the atomic bombings of Hiroshima and Nagasaki.</p>	<p>Door</p> 	<p>We will join the Christian Aid campaign 'Get Creative For Climate Justice' by submitting our artwork into the Parliamentary Exhibition 2024. Our artwork will link to the injustice experienced by animals throughout the world, using inspiration from the books of local author, Ellie Jackson.</p>
---	--	---	--	---	--

PHSE	History	Art	DT
<p>Celebrating Differences: In this unit we will learn about different perceptions of what people think being 'normal' means and explore our attitudes towards these different viewpoints. We will reflect on what it might be like to be 'different' and how it might feel to be treated differently because of it. Where appropriate, we will link our learning to WW2, exploring the persecution of Jewish people by the Nazis at that time.</p>	<p>British History: Following on from last term, where we explored the origins of the War and how it affected the people of Britain on the Home Front, we will now delve deeper into the issues at the end of the war that led to the bombings of Hiroshima and Nagasaki. Through the historical concept of 'cause and effect' we will explore how different events during and at the end of the War led to other pivotal historical moments.</p>	<p>Painting: In our artwork that we will be submitting in the 'GCFCJ' competition, we will explore the mood we can capture and create in a piece of artwork. Using different types of paints that we have mixed from simple coloured palettes, we will explore different tones that can be created. When painting animals, we will aim to capture the colour, texture and features of the animal through our use of different brush strokes.</p>	<p>Construction: This term we will look explore how the Anderson shelter was used by the people of Britain during WW2 as a way of protecting themselves from German bombings. Looking at a range of sources and photographs from the time, we will design our own model Anderson shelter. In our designs we will think carefully about the shape, scale and proportion of the shelter in relation to how they looked at the time.</p>

Tier 3 Vocabulary

regime, persecution, prejudice, perception, cause and effect, climate injustice, campaign, shelter, protection, tonal range, choreograph

Subjects taught discretely

Physical Education	Science	French	Music	Religious Education
<p>Gymnastics: We will explore how to perform a variety of floor and vault movements, learning the correct techniques of stag leaps, dive forward rolls, hurdle steps into cartwheel round-offs and the straddle over vault. At the end of the unit, the children will choreograph their own routines to the theme of the Christmas Nutcracker.</p>	<p>Animals including humans: We will identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. We will also evaluate the impact of diet, exercises and drugs on body function.</p>	<p>'ma famille': We will learn the words and correct articles for family members in French. We will explore how to construct responses to the question 'As-tu freres et des soeurs?' (do you have any brothers and sisters?) and introduce family members using the form 'il/elle s'appelle' (he/she is called).</p>	<p>Explore and compose: We will learn to play the ocarina while exploring key musical concepts such as melody, rhythm, and harmony. Through hands-on practice, we will prepare for a festive performance in the upcoming Christmas show, showcasing our skills and creativity as musicians.</p>	<p>Why do Hindus want to be good?: In Part 2 of this unit, all our lessons will link to the story of Gandhi and how his non-violent principles link to the Hindu concept of 'ahimsa'. We will reflect on the impact Gandhi's teaching could have and the selfless service Hindu's try to promote in their lives.</p>

