

War, what is it good for?

Learning Challenge

How can we help children currently affected by war so that we understand the human impact of conflict?



Hooks or memorable experiences

- visit to allotment to see how people lived during WW2
- Street party- Mrs Fletcher- post-war celebration
- Mrs Benham – visit from somebody who lived during WW2
- Visit from Oxfam to explain how charity works
- Visit to Cannock Museum (WW2 experience)

Public Product – what will the outcome look like to demonstrate learning?

We will source items for and donate care boxes to global charities for people displaced by conflict.

Class texts- whole class reading, extracts, thematic books

*Billy the Kid
The Mozart question
Silver Sword
Goodnight Mr Tom*

Cognitive skills / meta-learning – specific teaching

*CAF- What are the costs of war/conflict (human and otherwise)?
Why do people want to leave their own country?
Why do countries decide to enter into war?
FIP- what were the civilians' priorities during the war?*

Making links-

Between refugees from the past and those with similar circumstances today

Killer Questions- those asked to measure understanding of pupils at key milestone points during the term

Was Dunkirk a defeat or a victory?

Did America have to drop the bomb on Hiroshima?

Should people be allowed to enter other countries?

Should people stay and fight oppression in their own countries or leave?

Should the Allies have made a deal with the Nazis to stop the war?

Can war / conflict EVER be justified?

Year Group	6	Term	Autumn	Challenge pack	War, was it is good for?	
SUBJECT	Children will learn about/ will know WHAT? (Declarative knowledge)			Children will know HOW To...? (Procedural knowledge)	Prior learning (Schemata)	Vocabulary
Geography	<p>Where are the key countries involved in WW2 located?</p> <ul style="list-style-type: none"> Germany, Italy, Japan – Axis Britain, France, USSR - Allies <p>Which areas were most affected by bombings. (cities)</p> <ul style="list-style-type: none"> Tokyo Hamburg Berlin Dresden Osaka London 			<p>6.1a Identify countries beyond Europe</p> <p>6.4 Use an OS map to follow a route and describe features identified</p> <p>6.5 Use 6 figure grid references to locate features</p>	Children identified the continents of the world, major cities in their local area.	Timeline City, country, continent.
History	<p>What are the key dates in WW2 and how do they fit in with modern history?</p> <ul style="list-style-type: none"> https://www.historyonthenet.com/world-war-2-timeline-2 <p>How can we compare refugee case studies from the past (WW2) and today (Syria)?</p> <ul style="list-style-type: none"> WW11 - there were 7 to 11 million displaced people Syria – Approx 4 million <p>What was the significance of Dunkirk and Hiroshima?</p> <ul style="list-style-type: none"> Dunkirk – offensive attack from British troops to re-take France (starts surrender of Nazis) Hiroshima – End of WWII after Japan finally surrenders following drop of Atomic bomb 			<p>6.1 Populate a timeline with key periods including those not studied in depth</p> <p>6.1a Demonstrate knowledge of key events in times studied, sequencing these correctly</p> <p>6.2a Use a variety of sources to check for accuracy</p> <p>6.4 Use different information to question the validity of sources</p> <p>6.4a Use different evidence to draw various conclusions about the past</p> <p>6.4b Describe why a number of things may have changed over a period of time</p>	Children used a timeline to identify key events (Roman empire in Britain)	Refugee, migration, immigration, settlement, conflict
RE	<p>How did religion influence WWII?</p> <ul style="list-style-type: none"> Persecution of the Jews (Hitler's ideology) 			6.5 Discuss where religious beliefs and morals might conflict		Persecution
Art	<p>What does monochrome mean and can we produce our own monochrome art?</p> <p>A monochrome or monochromatic painting is one created using only one colour or hue. It can use different shades of one colour but by definition should contain only one base colour. Done as an exercise, painting in monochrome can educate an artist on working with shades and gradients, composition and line.</p> <p>Who is Henry Moore and why is he a celebrated artist?</p> <p>Henry Spencer Moore OM CH FBA was an English artist. He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art.</p>			<p>6.1 Combine ideas from different artists and practices to influence own work, choosing their own sources</p> <p>6.2 Select appropriate media and techniques to achieve an outcome</p> <p>6.2a Draw accurate and well-proportioned bodies</p> <p>6.3 Create shades and tints using black and white paint</p> <p>6.6 Explain how ongoing critique has improved their work through a developmental process</p>	Children used charcoal media to represent coal miners.	
ICT and Computing	<p>How can we 'accurately' use search engines to conduct effective research?</p> <ol style="list-style-type: none"> Make your keywords as precise as possible. If you're looking for information on Tyrannosaurus rex, don't type in "dinosaurs." ... Use two or more keywords in your search. ... Make sure you spell the keywords correctly. ... Always try more than one search engine. <p>What are Online risks?</p> <p>Grooming, bullying, inappropriate content</p>			6.4 Use different search engines for different tasks		