

# World War 2 : Cross-Curricular Topic : Year 3/4

History		World War 2		Art	
1	Introduce World War 2 by investigating how it began and ended and which countries and world leaders were involved.	A KS2 cross-curricular topic for Year 3 and 4		1	Look at a variety of wartime propaganda posters and the styles that were used.
2	Discover what the Blitz was and explore photographs of the aftermath.			2	Generate and use adjectives based on images of WW2 before creating an emotive piece of artwork about WW2.
3	Investigate safety measures during the Blitz and the benefits of evacuation.	Computing		3	Exploring the use of pencil and sketching skills to draw a WW2 aircraft.
4	Reflect upon what it was like for those who were evacuated and explore how the system worked.	1	Create a multimedia presentation about an aspect of WW2.	Music	
5	Discuss the reasons for rationing and investigate the 'Dig for Victory' campaign.	2	Investigate Morse code and how it was used during WW2.		
6	Look at the experiences of different groups during the war by learning about Anne Frank and why she is remembered.	DT		1	Explore why songs and music were important during the war and learn some famous wartime songs.
7	Explore the effects of the war on the lives of everyday people and reflect on the different experiences they would have had.	1	Work within the limits of rationed ingredients to create a wartime dish.	2	Compose a piece of music to reflect the Blitz and develop ways to record this on paper.
		2	Create a Morse code key and using it to sound out Morse code.	Geography	
		3	Create a replica gas mask and explore what they were for and when they were used.	1	Identify the countries of the Allies and the Axis on a world map.

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out what World War 2 was and where and when it took place.	This lesson allows the children to create a context for the beginning of WW2 and the world leaders involved during the war. The children have the opportunity to discover key topic vocabulary and learn about the who was part of the Axis and Allied forces.	<ul style="list-style-type: none"> <li>• Can children suggest why it is called a World War?</li> <li>• Can children place WW2 on a timeline?</li> <li>• Do children know some of the main leaders, events and dates relating to WW2?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D</li> <li>• Information Sheet A/B</li> <li>• Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out what the Blitz was and which areas were most likely to be affected.	Children will learn that the Blitz was a significant period in the war which caused huge amounts of damage. The children have the opportunity to reflect on how people would have felt during and after the bombings.	<ul style="list-style-type: none"> <li>• Can children explain what the Blitz was?</li> <li>• Can children suggest reasons why some places were more likely to be bombed than others?</li> <li>• Can children suggest how the bombing could be stopped?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards</li> <li>• Worksheet 2A/2B</li> <li>• Blitz Poem sheets (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To learn about the effects of air raids and the causes of evacuation.	Following from the previous lesson, the children look in detail at the safety measures that people went through to keep them safe during the Blitz. They are introduced to the process of evacuation and are challenged to describe this and other safety procedures.	<ul style="list-style-type: none"> <li>• Can children describe some of the ways in which people were protected during the war?</li> <li>• Can children explain why evacuation was used as one strategy to protect children?</li> <li>• Can children explain the effects of bomb damage?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> </ul>
<b>Lesson 4</b>	To find out about the experiences and feelings of evacuees.	The children will take an in-depth look at the process of evacuation and how it helped children and other vulnerable people stay safe. Through looking at different sources the children can discuss what the experience was like for the people involved.	<ul style="list-style-type: none"> <li>• Can children explain what evacuation was and why it was done?</li> <li>• Can children describe some likely feelings and experiences of evacuees?</li> <li>• Can children use words associated with evacuation accurately and appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C/4D</li> </ul>
<b>Lesson 5</b>	To find out what rationing was, why it was necessary and how it impacted on people's lives.	Children are introduced to the concept of food rationing and are encouraged to think about the reasons behind it. They investigate different sources which tell us about how different types of food were rationed and how people could supplement their rations with the <i>Dig for Victory</i> scheme.	<ul style="list-style-type: none"> <li>• Can children explain some of the causes of rationing?</li> <li>• Do children know which foods were available during WW2 and how much was allowed, on average, per person?</li> <li>• Can children compare foods available in WW2 with foods available today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Rationing Fact Sheet</li> <li>• Books on rationing/access to internet</li> <li>• Worksheet 5A/5B/5C/5D</li> <li>• Wartime Party sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To learn about the experiences of Jewish children during the war and that the war created many refugees.	This lesson explores how Hitler's view of a 'master race' affected how Jews and other groups were treated during the war. After learning about the dangers for these people during the war the children have the opportunity to discover the experiences of Anne Frank and why she is remembered.	<ul style="list-style-type: none"> <li>• Do children understand that different groups of people had different experiences during the war?</li> <li>• Can children describe why Jewish people were targeted by the Nazis?</li> <li>• Do children know who Anne Frank was and why she is remembered?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 6A/6B/6C/6D</li> <li>• Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To consider how the war affected people's everyday lives.	In this lesson the children will look at photographs in order to gain an understanding of what life was like for everyday people in Britain during the war. They are encouraged to use what they have learnt from previous lessons and apply it to what they see in the photographs.	<ul style="list-style-type: none"> <li>• Can children recall information they have learnt about WW2?</li> <li>• Can children use appropriate terms and vocabulary?</li> <li>• Can children evaluate what life was like for children in WW2?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 7A/7B/7C</li> <li>• Activity Cards (FSD? activity only)</li> <li>• End of Unit Quiz</li> </ul>

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ART				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to design a poster in the style of World War 2 propaganda.	In this lesson the children will explore and discuss the features of different propaganda posters. They will think about what these posters were for and why the government released propaganda during the war. The children are then challenged to use what they've seen to inspire their own propaganda-style poster, using the colours, fonts and style of the posters they've studied.	<ul style="list-style-type: none"> <li>• Can children identify the features of WW2 propaganda posters?</li> <li>• Can children design their own poster in the style of a WW2 poster?</li> <li>• Can children evaluate their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards</li> <li>• Blank Poster sheets</li> <li>• Slogans sheet</li> </ul>
<b>Lesson 2</b>	To be able to use art to express feelings and emotions associated with World War 2.	Using photographs of different aspects of WW2 the children will reflect on the emotions, thoughts and feelings they personally have about the war. They are challenged to take an aspect of what they have learnt about the war and use this to create some artwork. They must express the emotions they have without using words, using different colours, lines and textures.	<ul style="list-style-type: none"> <li>• Do children understand how artists use colour, tone, symbols, texture etc. to convey meaning and emotions?</li> <li>• Can children explore and select ideas to use in their work?</li> <li>• Can children produce artwork that demonstrates an understanding of emotions and feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B</li> <li>• Picture Cards</li> <li>• Art materials</li> </ul>
<b>Lesson 3</b>	To study World War 2 aircraft to improve pencil and sketching skills.	This lesson give the children the opportunity to learn about the different aircraft that were used in WW2 alongside using the grid method to help them sketch shapes proportionally when recreating a picture. They will discuss different methods of sketching and shading before using these skills to create their own sketch of a WW2 aircraft.	<ul style="list-style-type: none"> <li>• Can children experiment with a variety of sketching techniques?</li> <li>• Can children use the grid method to translate an image?</li> <li>• Can children evaluate their work and suggest ways in which they could improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Sketching pencils</li> <li>• Picture Cards A/B (FSD? activity only)</li> <li>• Squares of paper (FSD? activity only)</li> </ul>



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COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to create a multimedia presentation about a particular aspect of World War 2.	Children use their knowledge and understanding of inserting text, images and hyperlinks into a presentation to collect and display information about their chosen aspect of WW2. They are encouraged to make their presentation as interactive as possible by including different types of media.	<ul style="list-style-type: none"> <li>• Can children use a variety of sources of information to gather information?</li> <li>• Can children create a multimedia presentation to include text, pictures, videos and sounds?</li> <li>• Can children evaluate their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To investigate how Morse code was used during World War 2 and learn how to communicate using Morse code.	Children will investigate the use of Morse code in WW2 and how it helped communications. They explore the difference between dits and dahs and use a flow chart to decode different letters. They then apply this learning to creating, or decoding morse code messages.	<ul style="list-style-type: none"> <li>• Do children know what Morse code was and why it was an important form of communication?</li> <li>• Can children decipher letters and phrases in Morse code?</li> <li>• Can children communicate using Morse code?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Morse Code Chart sheet</li> <li>• Morse Code Alphabet sheet</li> <li>• Torches</li> <li>• Access to internet (FSD? activity only)</li> </ul>

MUSIC				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To recognise some World War 2 songs and consider the importance of music during the war.	Children will reflect on how music was used during the war to keep up morale for the soldiers and for the people at home. They will be introduced to Vera Lynn and how her songs inspired hope for people during the war. The children have the opportunity to listen and appraise the songs and recreate them in the classroom.	<ul style="list-style-type: none"> <li>• Do children recognise some popular WW2 songs?</li> <li>• Do children know who Vera Lynn is and why she was important during the war?</li> <li>• Can children suggest reasons why music was important during WW2?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Lyrics sheets</li> <li>• Accompaniment sheets</li> <li>• Xylophones/Glockenspiels</li> <li>• Untuned percussion (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to create a composition to reflect the Blitz.	Children use images of the aftermath of the Blitz to inspire a composition using untuned percussion instruments to reflect the sounds they might have heard. They are encouraged to record their composition in a graphic score, marking the beats and symbols for each instrument they use.	<ul style="list-style-type: none"> <li>• Can children use a variety of tuned and untuned instruments to create a composition?</li> <li>• Can children record their composition?</li> <li>• Can children evaluate their work and suggest areas for improvement?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Tuned and untuned instruments</li> <li>• Large sheets of paper to record compositions</li> </ul>

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GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify the countries of the Allies and the Axis on a map.	Children will learn the names of the countries in the Allied and Axis powers during the war. Focusing on first identifying the continent that each of the countries are in, the children are challenged to find these countries using an atlas. Alternatively the children are challenged to find the answers to riddles where the answers are one of the countries involved in WW2.	<ul style="list-style-type: none"> <li>• Can children identify which continent a country is in?</li> <li>• Can children use a map or an atlas to help them find different countries?</li> <li>• Can children use different sources of information to find out about a country?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Access to books, the internet, etc.</li> <li>• Riddle Cards (FSD? activity only)</li> </ul>

DT				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to work safely with foods to create a wartime dish.	Children will learn about the restrictions that were placed upon people and their diets during the war because of rationing. They will discover how wartime families were creative with the ingredients they could obtain and made many different recipes to use every bit of food they had and not let anything go to waste. The children can then try their hand at some wartime recipes, evaluating the dishes after making them.	<ul style="list-style-type: none"> <li>• Can children follow a recipe to create a wartime dish?</li> <li>• Can children work carefully to follow food hygiene rules?</li> <li>• Can children evaluate their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D/1E</li> <li>• Ingredients (depending on recipe followed)</li> <li>• Mixing bowls, sieves, baking trays, etc. (depending on recipe followed)</li> <li>• Aprons</li> <li>• Wartime Party sheet (FSD? activity only)</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to create a Morse code key.	After learning about Morse code and the role it played in communications during the war, the children are challenged to construct an electrical circuit to create their own Morse code key to use when sending a message. They will need to think about how their key will produce the dits and dahs in the code as well as how they will make the switch.	<ul style="list-style-type: none"> <li>• Can children construct a working circuit with a buzzer?</li> <li>• Can children experiment with appropriate materials to use for a button/switch that conducts electricity?</li> <li>• Can children evaluate their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Wires, batteries, buzzers, etc.</li> <li>• Items for making the button/switch (e.g. teaspoons, aluminium foil, metal buttons, etc.)</li> <li>• A3 paper (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to design, make and evaluate a replica gas mask and carry box.	In this lesson the children will look further into the use of gas masks during the war and why it was required for everyone to carry one at all times. They will investigate the gas masks worn by children and are challenged to create their own gas mask using available materials. Alternatively, they are asked to design bespoke masks for people with different needs.	<ul style="list-style-type: none"> <li>• Can children develop their ideas and create a working design?</li> <li>• Can children follow a design to make a gas mask and carry case?</li> <li>• Can children evaluate their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> <li>• Materials e.g. card, string, OHP paper, paper/plastic cups, etc.</li> <li>• Tools e.g. scissors, craft knives, staplers, masking tape, etc.</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>