

## WWI Year 5

### ART:

Poppy Art (Printing)

Combine printing effects:

Printing with rollers and press print

*Lino, black printing, press print, carving, texture, shape, repeat, roller, positive and negative, lino-cutting, lino-cutter*

### KEY QUESTIONS:

1. Who was Franz Ferdinand and what were the causes of WWI?
2. Which countries were involved and where were they located in the world?
3. What was the importance of the trenches in WWI?
4. What was life like in Britain during WWI?
5. What were the significant battles during WWI (Battle of the Somme) and what resources were used during these battles?
6. Why were animals used during WWI?
7. What were the consequences of WWI?

### HISTORY:

- \*How WWI began
- \*Who was involved in WWI
- \*Significant battles in WWI
- \*Consequences of WWI
- \*Modes of transport during WWI

*Century, key historical event, empire, axis, allies, World War I, treaty, chronological order, significance, historians, parliament, culture, society, sources, propaganda, transport, trenches, opposing sides*

### History Targets - A Year 5 Historian

I can draw a timeline with different historical periods showing key historical events or lives of significant people.

I can compare two or more historical periods; explaining things which changed and things which stayed the same.

I can explain how Parliament affects decision making in England.

I can explain how our locality has changed over time.

I can test out a hypothesis in order to answer questions.

I can describe how crime and punishment has changed over a period of time.

### Geography Targets - A Year 5 Geographer

I can plan a journey to a place in another part of the world, taking account of distance and time.

I can explain why many cities are situated on or close to rivers.

<p><b>DESIGN TECHNOLOGY:</b> Moving Ambulance (Materials and mechanics)</p> <p><i>VOCAB:</i></p> <ul style="list-style-type: none"> <li>• designing: sequence, annotated diagram, sketch, decision, choice, prototype, model, communicate</li> <li>• Making: shape, assemble, accurate, saw, mark out</li> <li>• cam, mechanism, movement, linear motion, rotary motion, pivot, off-centre, axle, force, framework, follower, guide, offset, shaft</li> </ul>	<p><b>GEOGRAPHY:</b> Which countries were involved in WWI? Can you locate them in the World? How was their position in the World significant to their role in WWI?</p> <p><i>Country, Europe, economical, journey, continents, capital city, atlas, transport, oceans, region</i></p>	<p><b>PSHE: JIGSAW</b> <i>Being me in my world</i></p> <ul style="list-style-type: none"> <li>-My year ahead</li> <li>-Being me in Britain</li> <li>-Responsibilities</li> <li>-Our learning charter</li> </ul> <p><b>SMSC</b> Moral ideas linked to our topic: : Children will consider whether decisions made in the past can be judged as 'good' or 'bad'.</p>	<p>I can explain why people are attracted to live by rivers.</p> <p>I can explain the course of a river.</p> <p>I can name and locate many of the world's most famous rivers in an atlas.</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <ul style="list-style-type: none"> <li>• <b>ESSENTIAL KNOWLEDGE</b></li> </ul>
<p><b>ADDITIONAL LINKS</b></p> <p><b>ICT/Computing:</b> -Research on battles during WWI</p>	<p><b>Cross-curricular maths:</b></p> <p>Algebra, problem solving, 4 operations to decode and create codes.</p>	<p><b>ENGLISH:</b> Text: War Horse - Michael Morpurgo We will be focusing on higher level vocabulary and high quality WAGOLL's (what a good one looks like) to stimulate the children.</p> <p><b>Writing Opportunities:</b></p>	

**Homework/Independent Learning:**

1. Recount of their visit to the National Arboretum: what did they learn?
2. Research the role of horses in WWI and design War Horse front cover
3. Study of weaponry used in WWI/creative project based on this.

**Music:** Taught stand alone

**PE:** Invasion games and gymnastics

**Science:**

**Forces:**

\*Explain that unsupported objects fall towards the Earth because of the forces of gravity acting between the Earth and the falling object  
\*Identify the effects of air resistance, water resistance and friction that act between moving surfaces  
\*Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

*Force                  newtons*  
*gravity                  friction*  
*air resistance*  
*upthrust*  
*balanced*  
*unbalanced*  
*Gear                  lever*  
*pulley                  planet*  
*contact                  non-*  
*contact                  drag*  
*thrust                  lift*  
*opposite                  weight*  
*mass*

\*Informal letter writing from the main character to his previous owner.

\*Diary Entry

\*Narrative

**VISITS:**

National Memorial Arboretum

9 September - Year 5/6

**Wow Starter:**

Visit to National Memorial Arboretum

**Focus on:**

-Job roles in WWI  
-Different memorials and their meanings

9<sup>th</sup> September - Year 5/6

**Links to previous topics and skills**

- **History** - Chronological Order/ key events in British History
- **Geography** - Locating countries in Europe/focus on physical geography of Britain

*acceleration*  
*deceleration*