

Their Finest Hour: A Study of WWII & War Art		
Subject	Skills and objectives	
Combined outcome(s)		
Teach Computing	Data and information: Spreadsheets- To create a data set in a spreadsheet. To build a data set in a spreadsheet. To explain that formulas can be used to produce calculated data. To apply formulas to data. To create a spreadsheet to plan an event. To choose suitable ways to present data.	
Art	3D Form- To create models on a range of scales. To create work which is open to interpretation by the audience. Painting- To know the different types of paintbrush and the effect they produce, round or pointed tip brushes are good for outlining, detailed work and filling in small areas. Flat square end brushes are good for bold strokes, washes and filling wide spaces. They can also be used for fine lines, straight edges and stripes. Filbert flat and oval-shaped end brushes work well for blending and creating soft-rounded edges like flower petals. Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees. Sketchbooks- To collect information, sketches and resources and present ideas imaginatively.	Painting- <i>Recap Y4 – To mix primary colours confidently to create secondary colour and create tertiary colours from primary and secondary colours.</i> <i>Recap Y5 - To blend colours softly with no apparent definition between values.</i> <i>To use paint to express mood and feeling.</i> To start to develop their own personal style of painting, e.g. more accurate, free form, abstract, loose/tight. To sketch extremely lightly prior to painting to provide guidelines. To use the qualities of different paints to create visually interesting pieces, with justification for their choice. Drawing- To know that drawing can differ in purpose and style. To independently apply a range of techniques to create texture e.g. use of an eraser, stippling, cross - hatching, etc.

Children will become fully immersed in WWII throughout the unit. From understanding the initial causes of WWII to understanding the role of different groups of people from 'Blighty' as well as significant leaders through the time period. As Geographers, children will use maps and compass directions to explore affected areas of the Blitz. Children will use their historical knowledge to investigate primary and secondary sources of evidence to gather information about different battles and turning points within the war. Children will explore the home front, understand evacuation and use wartime recipes to design and make a rationing meal.

The second half of this unit will focus on how war has

Year 6

	<p>To combine graphics and text based research, with annotations of personal response.</p> <p>To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations.</p>	<p>To use an eraser for a range of effects and techniques, such as lifting tone, adding texture and creating negative space.</p> <p>Scaling is accurate using appropriate methods.</p> <p>To use perspective to create more or less depth.</p>	<p>been illustrated through art, with a focus on commissioned war artist from WWI to modern day conflicts. As artists, the children will explore the various aspects of war represented in art. They will look at different famous artists' style, medium and messages. They will bring all of this knowledge together to create their own individual piece of 'War Art', using a theme, medium and style of their choosing,</p>
DT	<p>Food Technology-</p> <p>To explain how a product should be stored with reasons.</p> <p>To set out to grow their own products with a view to making a salad, taking into account of time required to grow different foods.</p> <p>Food Prep Skills-</p> <p>To mash and blend food safely.</p> <p>To dice an onion.</p> <p>To use a sharp knife safely to cut a variety of foods using a variety of knife skills.</p> <p>To use whisking and folding to mix.</p>	<p>Developing Ideas-</p> <p>To use a range of information to inform their design.</p> <p>To work within constraints.</p> <p>To consider culture and society in their designs.</p>	
Geography	<p>Mapping and Atlas: Using-</p> <p>To use 8 figure compass directions when describing and comparing places on a variety of scales.</p> <p>To use 6 figure grid references accurately by giving and finding the location of a place or feature.</p>		
History	<p>Recap -</p> <p>Y5: To use mathematical skills to work out exact time scales for periods studied.</p> <p>To create a detailed timeline of significant time periods, events and famous people studied through KS2.</p> <p>To create a timeline plotting periods of history showing the time differences.</p> <p>To use terms such BC, AD, Century and decade, after, before and during.</p> <p>To examine the cause and results of great events and the impact on people.</p>	<p>Chronological Understanding-</p> <p>To place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Create timelines which outline the development of specific features such as medicine; weaponry; transport etc.</p> <p>Knowledge and Interpretations-</p> <p>To know key dates, events and figures from periods studied.</p> <p>To write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation.</p>	

Year 6

	<p>To make comparisons between the roles and treatment of men and women in different periods in history.</p> <p>To begin to identify primary and secondary sources.</p>	<p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Historical Enquiry-</p> <p>To bring knowledge together from a range of primary and secondary sources into a fluent account.</p> <p>To identify primary and secondary sources confidently.</p>	
--	---	--	--