

UKS2 The Great War: Theme Content

Core Subjects		Foundation Subjects	
English	Personal Development	Art and Design and Design and Technology	Religious Education
<p>Children read a range of poems written about the experiences of world war one and evaluate the different perspectives that they show.</p> <p>Children to write narratives retelling a hero's story in the Great War. Focus on shifts in tense and vivid descriptive writing.</p> <p>Children to create flashback narratives in the life of a WW1 soldier.</p>	<p style="background-color: #6aa84f; text-align: center;">Spiritual</p> <p>Discuss the contrasting attitudes held towards war by a number of different religions. Is there ever such a thing as a 'just' war?</p> <p style="background-color: #6aa84f; text-align: center;">Moral</p> <p>What does the word 'sanction' mean? Discuss the morality of the armistice agreement. Were the Allied Forces right to impose such strong penalties on Germany—what was the impact of this?</p>	<p style="background-color: #5cb85c; text-align: center;">Art</p> <ul style="list-style-type: none"> Sketching of life around them to produce images of memories of war. Explore artists from the era Developing skills for pattern and texture <p style="background-color: #5cb85c; text-align: center;">Design Technology</p> <ul style="list-style-type: none"> Pin, stitch and sew materials together – poppy broaches Communicate their ideas through labelled drawings Evaluate their products identifying strengths and areas for development 	<p style="background-color: #e91e63; text-align: center;">Make sense of belief:</p> <p>Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p style="background-color: #e91e63; text-align: center;">Understand the impact:</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship.</p> <p style="background-color: #e91e63; text-align: center;">Make Connections:</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
Maths	Social	History and Geography	Music
<ul style="list-style-type: none"> Scale models of vehicles from the era Percentages of troops Rationing and food miles Place value, Formal methods for calculations. Shape. 	<p>The role of women within the war and the suffragette movement.</p>	<p style="background-color: #ffc107; text-align: center;">History</p> <ul style="list-style-type: none"> Children research the history and power of the British Empire. Children find out about key events that triggered the start of the First World War—placing them on a timeline. Children use a variety of historical sources to find out what life was like in the trenches during The Great War. Children research the lives of key women involved in the war effort. Children find out about the roles that animals played on the front line. Children find out about the events of 'The Christmas Truce' of 1914. <p style="background-color: #ffc107; text-align: center;">Geography</p> <ul style="list-style-type: none"> Children use maps of Europe to identify: countries that once formed the British Empire, Countries that were part of the central powers during the First World War, Countries which formed the Allied Forces during the First World War, key areas of Europe affected by the Great War e.g. Northern France. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music by listening to Wartime music.
Science	Cultural	Computing	Languages
<p style="background-color: #dc3545; text-align: center;">Evolution and inheritance:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>The developments in science in the time period 1914 – 1918. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p style="background-color: #6aa84f; text-align: center;">RSE</p> <p>Research the different nations that formed the British Empire. Find out about the different armed forces that formed part of the 'Allied Forces' - what countries did they come from?</p>	<p>Children use ICT to research facts and publish/present their work in a variety of ways.</p>	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p>Describe people, places, things and actions orally* and in writing.</p>
			Physical Education
			<p>Autumn 1: Tag Rugby / Dance</p> <p>Autumn 2: Hockey / Gymnastics</p>

