Class 3 Derby, The Battle of Britain and World War II Spring 1 2024 – Essential Knowledge

History – WW2, The Battle of Britain and Derby: By the end of this unit what should children know?
Pupils understand how the actions of Hitler threatened European peace. They are aware of the dilemmas facing Neville Chamberlain in 1939 and can explain why Chamberlain took the decision to go to war.
Know when the Battle of Britain took place (10th July – 31st October 1940). Know that the Spitfire and Hurricane engines (Merlin) were made by Rolls Royce in Derby and why these engines were important in the effort to win the Battle of Britain. Understand the importance of Alan Feary – Derby's Spitfire Battle of Britain pilot.
Know that the numbers of children evacuated fluctuated during WWII. Understand that children had different experiences of evacuation and give reasons for the government's portrayal of evacuation being so positive.
Know why and when Derby (Rolls Royce) was bombed. Learn about how people protected themselves during air raids (Anderson shelter, public air raid shelters e.g. under Derby marketplace, sheltering in houses).
Understand different ways that people in Derby helped to support wartime Britain e.g. rationing, women in the factories, propaganda, air-raid shelters, gas masks, the Home Guard.
Know that VE Day happened on 8th May 1945 and was a celebration of Germany surrendering its armed forces and the end of World War 2. Understand a timeline of events in World War Two. Make links between how each event links and contributed to Britain winning the Second World War in 1945.
Vocabulary – Air raid, Ally, Annex, Appeasement, Axis, Blackout, Blitz, Conscription, Evacuee, Home front, Invasion, Luftwaffe, Merlin, Propaganda, Radar, Ration, Spitfire

English – Letters from the Lighthouse: By the end of this unit what should children know?
Poetry – Language features of a historical narrative poem. How to compose their own historical narrative poem using historical language.
Narrative – Plan, write, edit and publish a historical narrative based in WW2 Britain. How to use brackets, dashes and commas to embed clauses and additional information into sentences. Use language pertinent to WW2 for authenticity.
Non-Fiction – Create a formal news broadcast for the radio. Write clearly, concisely and correctly. Use passive verbs to affect the presentation of information in a sentence.
Vocabulary – Active verb, Alliteration, Brackets, Clause, Dash, Evacuee, Narrative, Oxymoron, Passive verb, Personification, Rationing, Wireless

Science – Animals including Humans: By the end of this unit what should children know?
That the function of the heart (muscular organ) is to pump blood around the body. How to measure pulse rate and compare with different sized animals.
The circulatory system is made of the heart, lungs, blood vessels and capillaries. Arteries carry oxygenated blood from the heart to the rest of the body. Veins carry deoxygenated blood from the body to the heart.
The structure of the heart – Jim Campbell heart dissection.
Some choices, such as smoking and drinking alcohol can be harmful to our health. Create a local campaign to reduce smoking to send to Pauline Latham.
Explore the work of Derby University scientist (Mark Faghy) about the relationship between diet, exercise, drugs, lifestyle, and health.
Vocabulary – Aorta, Artery, Atrium, Blood vessels, Capillary, Carbon Dioxide, Chamber, Circulatory System, Deoxygenated, Heart, Lungs, Nutrients, Organ, Oxygen, Oxygenated, Pulmonary, Pulse, Respiration, Veins, Vena Cava, Ventricle

Year 5 Maths - By the end of this unit what should children know?
Multiplication and Division – Multiply 3 and 4-digit numbers by 1 and 2-digit numbers. Use short division to divide 3 and 4-digit numbers.
Fractions – Multiply unit, non-unit and mixed fractions by integers. Find fractions of a quantity and find the whole when given the fraction.
Decimals – Understand and use numbers with tenths, hundredths and thousandths.
Vocabulary – Bar model, Decimal, Denominator, Efficient, Equivalent, Exchange, Fraction, Hundredth, Improper Fraction, Integer, Mixed-number fraction, Non-unit fraction, Numerator, Product, Tenth, Thousandth, Unit fraction

Year 6 Maths - By the end of this unit what should children know?
Converting Units – Recognise, read and use metric measures for length, mass and capacity. Convert and calculate with metric measures. Be introduced to imperial measures and convert between miles and km.
Ratio – Solve problems involving relative sizes of 2 quantities where missing values can be found by using multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found.
Algebra – Use simple formulae. Generate and describe number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation.
Vocabulary – Capacity, Conversion, Equation, Expression, Formulae, Imperial, Inverse, Linear number sequence, Mass, Metric, Operation, Proportion, Ratio, Scale, Scale factor, Tonne, Volume

Latin – By the end of this unit what should children know?
To identify subject and object in English and Latin.
Begin to understand the word ending in Latin for the subject or object.
Understand new language through etymology and root words.
Read, Write and Speak numbers in Latin from 1 – 100.

RE – What Does it Mean to be a Muslim in Britain Today? By the end of this unit what should children know?
I can connect the Five Pillars of Islam to Muslims belief of God and the Prophet Allah.
I can describe and make thoughtful reflections on the significance of the Holy Qur'an.
I can describe the forms of guidance Muslims use in life and make comparisons to the guidance my peers and I experience.
I understand the functions of a mosque and can make connections between these Muslim beliefs.
I can explain what it is like to be a Muslim in Britain; I can describe this from a variety of perspectives.
Vocabulary – Hajj, Iman, Pilgrimage, Ritual, Practices, Salat, Shahadah, Zakat

PHSE – Dreams and Goals: By the end of this unit what should children know?
Know my learning strengths. Set challenging and realistic goals for myself.
Work out the steps I need to take to reach my goal and understand how to motivate myself to achieve my goal.
Identify problems in the world that concern me. Work collaboratively with other people to help make the world a better place.
Know what some children in my class like and admire about me and accept their praise.
Vocabulary – Achievement, Admire, Compliment, Contribution, Dream, Empathy, Global, Goal, Hope, Motivation, Realistic, Recognition, Success, Unrealistic

Music – Three Little Birds– By the end of this unit what should children know?
Learn about and develop an understanding of the social and historical context of Reggae music.
Make connections between Jamaica's past and the lyrics of songs.
Begin to sing in harmony. Play a melodic riff by ear.
Learn to play a drone to accompany their singing. Improvise with the notes G-A-B-C-D.
Hear when a chord changes in music. Discover what a bassline is.
Organise their own rehearsal of a song. Give feedback and make improvements to their work.
Vocabulary – Offbeat, Reggae, Riff

Art – By the end of this unit what should children know?
Use space to create depth in a piece of artwork.
Can analyse and critique an artist's work to recognise the tools used in creating space.
Can use two-point perspective in a piece of artwork to give it a 3D effect.
Use size, placement, overlapping, detail and colour to develop a composition to build a convincing illusion of space.
Research local Derbyshire buildings and use them in a composition of another artist's painting.
Know that detail or lack of it can be used to create depth in art (Lowry's matchstick men).
Vocabulary – space, overlapping, two-point perspective, depth, detail, placement.

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Computing – Bletchley Park: By the end of this unit what should children know?
Understand the importance of having a secure password and what 'brute force' hacking is.
Know that the first computers were created at Bletchley Park to crack the Enigma Code to help the war effort in World War 2.
Know about some of the historical figures that contributed to technological advances in computing.
Understand what techniques are required to create a presentation using appropriate software.
Vocabulary – Acrostic code, Brute force hacking, Caesar cipher, Chip and pin system, Cipher, Code, Date shift cipher, Nth letter cipher, Pig Latin, Pigpen cipher, Scrambled, Secure, Technological advancement, Trial and error

Leaders of the Future - By the end of this unit what should children know?
Organise a fundraising event as part of 'Dreams and Goals' Life Skills work.
Learn about and from significant leaders from the locality and nationally (Mark Faghy – Derby University, Alan Feary – World War Two Pilot)

Morley Away Curriculum - By the end of this unit what should children know?
Visit RAF Cosford to learn about the Battle of Britain, Radar and the Dowding System. Tour the aircraft hanger to learn about the history of aircraft, specifically focusing on World War 2 aircraft.
Visit Springwood Leisure Centre on a weekly basis to take part in dance, gymnastics and another sport.

Geography – WW2, The Battle of Britain and Derby: By the end of this unit what should children know?
Know that WW2 was a global conflict involving two military alliances: the Allies and the Axis. Members of the alliances changed over time and, by the end of WW2, almost every country in the world was involved in the war. Some countries remained neutral.
Locate cities, docks and factories in the United Kingdom which were targeted by the Luftwaffe.
Know how land use in Britain changed during the war.
Understand how and why people migrated during the course of the war.