



War and Peace

Year 2, Autumn Term

This document outlines the key learning and knowledge for each curriculum area linked to War and Peace. There are suggested activities in each curriculum area.

This document needs to be used alongside the curriculum coverage document which details the statutory requirements for each area.

History

Key learning:

Pupils should develop an awareness of the past. They should ask and answer questions, using parts of stories and other sources to show that they understand key features of events, for example by looking at primary and secondary war sources and answering questions or identifying key features. Pupils should be taught to identify differences in past and present, for example by sorting photos and identifying key features in the photos.

Pupils should develop a knowledge about British, local and world history and make comparisons over time. For example, by comparing life for children in the war to now.

Knowledge:

- Events beyond living memory which are significant nationally or globally
 - *To know that WW1 and WW2 were in the past. World War 1 and 2 timelines*
 - *To know some causes of World War 1 and 2*
 - *To know the main countries involved in WW1 and WW2.*
- Changes in Britain
 - *To know what rationing is*
 - *To develop knowledge on life for children in Britain and evacuation by writing postcards, evacuee role play, packing suitcases*
- Changes in Britain. Europe and the wider world
 - *To understand the impact of war on people in Britain – The Blitz sensory experiences*
 - *To understand the impact of the war on people in the World – The Holocaust source analysis, The Boy in Striped Pyjamas*
 - *To understand how transport has changed – comparing modes of transport from the past to now, comparing materials used for modes of transport*
- The lives of significant people in the past
 - *To understand how the war impacted on the lives of Jewish people and how Anne Frank lived and how her diary helped historians – analyse and write diary entry.*

Skills:

- To Compare wartime pictures to now
- To use ration tokens to make wartime recipes
- To use and analyse a range of historical sources
- To sort and compare pictures from the past
- To sort and compare artefacts from the past

Suggested activities:

- WW1 and WW2
- Children in war time
- Evacuees
- Transport—planes, trains, cars
- Remembrance

- Key people/ organisations—peace
- Rationing

Geography

Key learning:

Pupils should develop a curiosity about the world and different places, for example, the main countries involved in WW1 and WW2. Teaching should equip pupils with knowledge of different places, people and environments. Pupils should learn about the city and the countryside and the difference between these. Pupils should develop knowledge of globally significant places (land and sea).

Knowledge:

- **Locational Knowledge**
 - *To know what a map/atlas/globe is and what they are used for*
 - *To know the difference between land and sea*
 - *To locate key countries on a map by matching, identifying flags or labelling*
 - *To name some countries involved in the wars and find their flag*
- **Place Knowledge**
 - *Identify similarities and differences between countries*
 - *To identify similarities and differences through looking at photos and matching, identifying key features*
- **Human and Physical Geography**
 - *To identify differences between city and countryside – features of city and countryside*

Skills:

- To use maps and atlases to locate countries relevant to wars
- To sort geographically different places and features
- To observe geographically different places and features

Suggested activities:

- Countries involved in WW1 and WW2 including flags & leaders
- Countryside and city comparison (link to evacuees)

Science

Key learning:

Pupils should develop their investigative skills and curiosity. Pupils should develop understanding of methods and processes through following instructions. Pupils should be taught to work scientifically, making and testing predictions. Pupils should be encouraged to ask questions, observing changes, noticing patterns and grouping and classifying. Pupils should carry out simple, comparative tests.

- **Everyday materials:**
 - *Knowledge: To identify and name a variety of materials including wood, glass, plastic, metal, water and rock*
 - *Knowledge: To describe the physical properties of everyday materials*
 - *To compare and group together materials on the basis of their properties*
- **Use of everyday materials:**
 - *Knowledge: To identify and compare the suitability of everyday materials for particular uses (e.g. sound proofing, making an air raid shelter)*
 - *Skill: To investigate how materials can be changed by squashing, bending, stretching and twisting*

- **Sound**
 - Knowledge: To identify how sounds are made and explore vibration
 - Knowledge: To know that pitch can change and find patterns in pitch
 - Knowledge: To recognise that sounds can get fainter
 - Skill: To experiment with sound to make it louder and quieter
- **Forces and magnets**
 - Knowledge: To know what a magnet is
 - Knowledge: To know the terms attract and repel
 - Skill: To compare how things move on different surfaces
 - Skill: To observe how magnets attract or repel each other and other materials
 - Skill: To compare and group materials based on whether they are attracted to magnets
 - Skill: To predict whether materials will be attracted to magnets
- **Working scientifically (Skills)**
 - To ask simple questions and recognise they can be answered in different ways
 - To observe closely using equipment
 - To perform simple tests
 - To use observations to answer questions
 - To gather and record data
 - To set up simple practical enquires and comparative tests
 - To take accurate measurements
 - To make predictions and draw conclusions

Suggested activities:

- Sound—explosions
- Forces—catapults, rockets
- Electricity
- Materials—testing shelter, separating materials
- Clothes for war
- Animals in war (Stubby, War Horse)

Music

Key learning:

Musical education should engage and inspire pupils to develop a love of music, increase self-confidence, creativity and a sense of achievement. Pupils should perform, listen to, review and evaluate music across a range of historical periods, for example songs and music from WW1 and WW2. Pupils should explore how music is created through pitch, duration, dynamics, tempo, texture and musical notations where appropriate.

Knowledge:

- To recognise music from different periods in time
- To know that you can perform music solo or as part of a group
- To recognise and name instruments
- To know that instruments and voice can be used to create sound
- To know that instruments and voice can be used to manipulate sound

Skills:

- To use voice expressively and creatively
 - *Singing/signing war songs*
- To play instruments musically

- *Using instruments to create different war time sounds*
- To experiment with, create and combine sounds (e.g. Blitz soundscape)
 - *Work together to create a soundscape*
 - *Follow a symbol/picture piece of music to create soundscape*
- To play and perform solo and as part of a group
- To listen to wartime songs (e.g. run rabbit)

Suggested activities:

- Bomb/ blitz soundscape
- War time songs
- Last Post
- Sensory blitz experience

Computing

Key learning:

Pupils should be taught how digital systems work. Pupils should be equipped to use information technology to create programs, systems and a range of content. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Pupils should understand some concepts of the fundamentals of computer science. Pupils should be able to evaluate and apply information technology to solve problems. Pupils should be responsible, competent, confident and creative users of information and communication technology.

Knowledge:

- To understand the opportunities the world wide web can offer
 - *Use the web to search for information to make a non-fiction book*
- To name a range of computing devices
- To name a range of computing software

Skills:

- To use technology purposefully to create, organise, store, manipulate and retrieve digital information
 - *Create a wartime poster*
 - *Edit a wartime story*
 - *Make an advert for soldier uniform*
- To use technology responsibly and safely
- To use sequence, selection and repetition in programs
 - *Create a stop animation film about evacuees*
- To use search engine technologies effectively
 - *Use the web to search for information to make a non-fiction book*
- To select, use and combine a range of software
 - *Use book creator to make a book with pictures, sound, text and video*
 - *Make a presentation about WW1 or 2.*

Suggested activities:

- Word processing
- Film it—evacuation story (city to country)
- Newspaper articles
- Computer adverts
- Presentations

Art and Design

Key learning:

Art and design should inspire and engage and challenge pupils. Pupils should experiment, invent and create their own works of art, craft and design. Pupils should explore ideas and record experiences. They should have the opportunity to draw, paint and sculpt. Pupils should evaluate and analyse art work.

Knowledge:

- To recognise art from different periods in time
- To know that a range of equipment and materials can be used to produce art

Skills:

- To use a range of materials creatively
 - *Remembrance collage*
- To use drawing, paint and sculpture to share ideas, experiences and imagination
- To experiment with colour, shape, pattern, texture, line, form and space
- To use sketch books to record observations, review and revisit ideas.

Suggested activities:

- Poppies—red
- Countryside landscape
- Planes / transport models
- Plant poppies (grow it link)
- Rations
- Flags

Design and Technology

Key learning:

Design and Technology is a practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems in a variety of contexts. Pupils should develop the creative, practical and technical expertise needed to perform everyday tasks confidently and enable them to participate in an increasingly technical world. Pupils should critique, evaluate and test ideas. Pupils should begin to develop and apply the principles of nutrition and learn how to cook.

- **Design**
 - To design purposeful, functional and appealing products based on design criteria
 - To generate, develop, model and communicate ideas
 - To use research to inform designs
- **Make**
 - To select and use a range of tools to perform practical tasks
 - To select and use a wide range of materials
- **Evaluate**
 - To explore and evaluate a range of existing products
 - To evaluate ideas against design criteria
 - To understand how key events and individuals in design and technology helped shape the world
 - To test, evaluate and refine ideas
- **Technical Knowledge**
 - To build structures, exploring how they can be made stronger, stiffer and more stable
 - To explore mechanisms
 - To explore electrical materials

Suggested activities:

- Design and make an Anderson shelter – linked to the key learning in each area
- Design and make a tank – linked to the key learning in each area

RE**Key learning:**

Topics in the new RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.

Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Expressing: Religious and spiritual forms of expression; questions about identity and diversity.

Living: Religious practices and ways of living; questions about values and commitments.

Knowledge:

- To know about and understand a range of religions and world views
- To express ideas and insights about the nature, significance and impact of religions and worldviews

Skills:

- To gain and deploy the skills needed to engage seriously with religions and world views

Suggested activities:

- Peace – what does peace look like?
- Religious war and peacetime