#### **Key Vocabulary & Facts**

Adolf Hitler - Nazi dictator of Germany, born in Austria: Chancellor 1933–45; dictator 1934–45. Axis powers - Axis Powers in World War II. The three principal partners in the Axis alliance were Germany, Italy, and Japan.

Allied powers - the group of countries who fought against Germany, Italy and Japan in the Second World War

Anderson shelter – British a small prefabricated air-raid shelter of World War II consisting of an arch of corrugated metal and designed to be partly buried in people's gardens and covered with earth for protection.

**Blackout** - a period during a massive power failure when the lack of electricity for illumination results in utter darkness except from emergency sources, as candles.

**Blitz** - the open area inside the outer wall of a castle.

**Evacuee -** a person who is withdrawn or removed from a place of danger, a disaster area, etc.

Gas mask - a masklike device containing component that filters the air inhaled by the wearer through charcoal and chemicals, for protecting the face and lungs against noxious gases and fumes.

Invasion - an act or instance of invading or entering as an enemy, especially by an army.

Luftwaffe - air force.

Morse code - either of two systems of clicks and pauses, short and long sounds, or flashes of light, used to represent the letters of the alphabet, numerals

**Neutral countries** – not taking part or giving assistance in a dispute or war between others. **Propaganda** - information, ideas, or rumours deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

**Rationing -** A regulated allocation of resources among possible users.

**Royal Air Force -** the air force of the United Kingdom

**Winston Churchill** – British statesman and author: prime minister 1940–45, 1951–55; Nobel Prize in Literature 1953.

**War –** armed fighting between two or more countries or groups.

## English Persuasive writing

Children will learn about the features of persuasive texts including letters and posters and where and why they are used.

Children will then write their own persuasive letter and also create a poster to persuade a specific type of audience.

### Grammar, Punctuation and Spelling

use adverbials to show consequence and contrast. Use personification, similes, expanded noun phrases, onomatopoeia and alliteration. Features of the layout for a campaign leaflet

# Art & Design Children will create a sculpture that they can talk about.

Create a design and improve it following evaluation of the tools, materials and intended outcome.

Select the correct tool for the practical task.

Continue to develop their pencil drawings and watercolour paintings.

#### **Stunning Start**

Our Teacher is Leaving! – Children find out that their teacher is leaving to go to war to help the war effort.

#### **Excellent End**

Evacuee Day – Children come to school dressed as a WW2 evacuee.

#### **Educational Visit**

Duxford Imperial War Museum

Autumn Term 2 War (WWII)

#### **Class Reader**



## Geography Children will learn about:

Countries and cities in the world and how they relate to World War II. The main human geographical areas of Britain targeted by the German bombing- and whyHow landscapes changed as a result of the war.

#### **History - WWII**

Enquiry Question: What can we learn from the home front?

**Chronology**: Order significant events on a timeline: involving the British from 1914 to the present day.

**Enquiry:** Hypothesise what life was like for different people in WWII

Knowledge and understanding: Britain has been invaded in the past. How and why WWII broke out.

The role women played in the war effort. How British fighter planes helped win the war.

**Area of study:** Extending chronological knowledge beyond 1066 - WWII

#### **Science**

Children will relate their learning in science to WW2 and be able to:

Identify at least 3 common appliances which run on electricity.

Construct a simple electrical circuit. Identify and name basic parts of a circuit.

Name conductors and insulators. Draw a pictorial representation of a circuit.

**Working Scientifically** 

Research
Problem Solving
Identifying, grouping & classifying
Comparative & fair testing