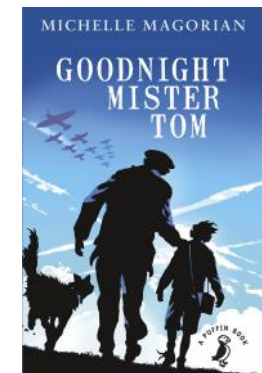
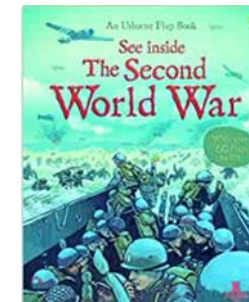


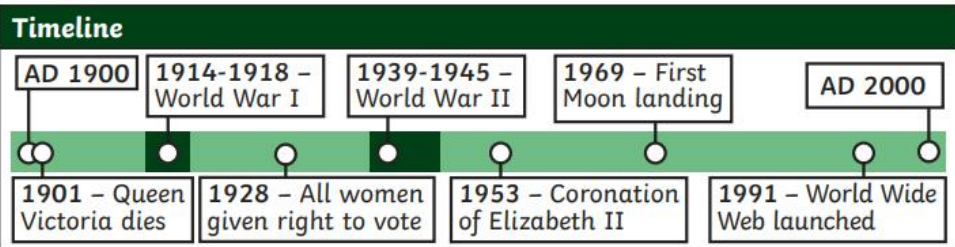
Year 5 Summer 1: What was life like for a child during WWII?

<p>How did WWII start?</p>	<p>How Did World War II Start? The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, in August 1939, Hitler broke the agreement and invaded the rest of Czechoslovakia, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.</p>
<p>Evacuation</p>	<p>During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them. Evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz.</p>

Key Events			Key Vocabulary	
1939	1 st September	German troops invade Poland.	Allies	The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.
	3 rd September	Britain and France declare war on Germany.		
1940	10 th May	The Battle of France begins.	Axis	The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later.
	26 th May	Allied forces are evacuated from Dunkirk in France.		
	10 th July	The Battle of Britain begins.		
	7 th September	The Blitz begins.		
1941	22 nd June	Germany invades the USSR (Soviet Union).	Nazi party	A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.
	7 th December	Japan bombs Pearl Harbor in the US.	atomic bomb	A very high-energy bomb made of radioactive material.
1943	16 th and 17 th May	The Dambusters bombing raid is carried out.	annex	To take another country's land and make it part of your country.
1944	6 th June	The D-Day landings.	Czechoslovakia	A European country. Now two countries: the Czech Republic and Slovakia.
1945	7 th May	Germany surrenders to the Allies.	propaganda	Information designed to promote a political idea or opinion.
	6 th and 9 th August	The US drops atomic bombs on two cities in Japan.	active service	Taking part in a military operation as part of the armed forces.

Key texts





History

- To know what World War II was.
- To know about the evacuation of children.
- To know how children were educated during the war.
- To know about the Blitz and air raids.
- To know about children's roles and contributions.
- To know about rationing and life on the home front.

RE

- To explain what 'good' means to me (article 13)
- To know and discuss the 'Golden Rule' in Christianity.
- To know how Christian beliefs about goodness affect daily living.
- To know what the key principles of Humanism are.
- To know links between humanism principles of what it means to be good.

Maths

- To draw, read and interpret line graphs.
- To read and interpret tables and timetables.
- To understand and use degrees.
- To calculate angles in shapes.

Spelling

- Year 5/6 Spelling Word focus.
- Prefix inter-
- Words with the 'ay' sound spelt ai, ei, eigh
- Words ending in -out and -ous
- Words with sc

Science

- To understand properties of different materials.
- To know how materials can be changed over time.
- To know what a reversible and irreversible change is.
- To know about changes which happen as a result of a reaction.
- To know about the impact of scientists on the development of materials. (Spencer Silver and Ruth Benerito)

Computing

- To identify that drawing tools can be used to produce different outcomes.
- To create a vector drawing by combining shapes and use tools to achieve a desired effect.
- To recognise that vector drawings consist of layers
- To apply what I have learned about vector drawings.

Art

- I know the definition of sculpture.
- I know there are some abstract and some realist sculptures and how to identify the difference.
- I know how to make a sculpture.
- I know how to use wire to build an armature.
- I know how to finish a sculpture.