

Jennett's Park Creative Journey Planner YEAR.....5 TERM...Spring
Empowering our children to flourish and achieve under God's love

Name of Unit: World War One

The Context (Why): What was life in the trenches in World War One.

They need to know and understand:

Science: Properties and Materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- recognise and control variables where necessary

use test results to make predictions to set up further comparative and fair tests
 take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
 report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
 identify scientific evidence that has been used to support or refute ideas or arguments.

Art

- improve their mastery of art and design techniques; drawing
- **create sketchbooks to record their observations and use them review and revisit ideas**
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| Educating for Wisdom, Knowledge and Skills | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives. |
| Educating for Hope and Aspiration | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds |
| Educating for Community and Living Well Together | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| Educating for Dignity and Respect | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

- Learn about great artists, architects and designers in history. Eg. David Hockney

ICT:

- Research and compiling a PPT
- Internet Safety

Geography:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- rivers and water cycle

Immersion Activity- What do they need to know? How are you going to start with a bang?

Workshop- Virtual Reality of life in the trenches

The Challenge or Big Questions

What was life like as a soldier in World War One?

Is War ever right?

Should animals be used in war?

Real life context and links to Wider World (International/ Charity/ World of Work)

World War One- sacrifices of others.

Animals being used in assistance/ war

Activities (Possible Route of learning)

1. Drama- linked to Xmas truce
2. Writing and researching the events of WW1 and creating a chronological report.
3. Watching Xmas Truce advert, and writing the events.
4. DT/ Creating a trench/ Baking using rationing

Trips/ Visits / Experiences

World War One- Workshop

Challenge 10 activities

- Lecture
- Pictures to represent
- Thinking Bagel
- Writing on the Wall

Oracy Links

Debating skills- presentations

Questions- discussion

Vocabulary

Soldier, warfare, equipment, trenches, uniform, heroism, courage, no-man's land, war-effort, foe

Science:

Evaporation, condensation, thermal, insulator, conductor, properties, atoms, materials, classify, state

Literacy, Maths and Computing Links

ICT- presentation on war animals and research .

Literacy links – writing and displays

Maths links- looking at countries' distances from UK, and amount of soldiers/ deaths per country etc- put into table/ line graph.

How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥ Love ♦ Honesty 🏛️ Respect 🕊️ Peace

🙏 Forgiveness 🕒 Patience 🤝 Support

😊 Kindness & Joy

Final Quality Products

Non-chronological report on World War One

Story Linked to Christmas Truce, from first person perspective

Letter home from a soldier in the trenches

Story about an animal in the war.

Home Learning Projects

Researching World War One and creating information/ bullet pointed

Researching The Christmas Truce

How to Share and Celebrate Success

Make a trench-model

Create a cake/ recipe using rations.