

Jennett's Park Creative Journey Planner YEAR.....5 TERM...Spring 1

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? To build a knowledge of the sacrifices made by the soldiers in WW1, and to remember their contribution to the life that we lead today.

They need to know and understand:

What materials would be most effective for a trench/ soldier's uniform in world war one?

English:

- Write a news report informing an audience of what happened in the Christmas truce
 - In non-narrative writing, simple devices are used to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
 - Range of sentence structures and clauses used, but these may not be controlled or used appropriately
 - Capital letters, full stops, question marks, commas for lists and clauses and apostrophes for contraction mostly correct
 - Most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list are spelt correctly
 - Writing is structured appropriately for a range of purposes and audience, and shows awareness of the reader, (the use of the first person in a diary; direct address in instructions and persuasive writing) and may integrate/ use reading models
 - Language and grammatical structures reflect what the writing requires (compound and complex sentences to extend meaning and add interest to audience; passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility; relative clauses to add information)
 - Viewpoint and tenses are consistent and controlled
 - A range of cohesive devices (e.g. conjunctions, adverbials of time and place, pronouns, synonyms and ellipsis) are used correctly in and across paragraphs
 - Sentences are demarcated correctly, with commas used appropriately. Some use of parenthesis and colon for lists
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- Film news report using ipads
- Write a story from perspective of a soldier in Christmas Truce
 - Writing is structured appropriately for a range of purposes and audience, and shows awareness of the reader, (the use of the first person in a diary; direct address in instructions and persuasive writing) and may integrate/ use reading models
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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.

possibility; relative clauses to add information)

- In narratives settings, characters and atmosphere are described, and plot is well developed, sequenced and paced
- Viewpoint and tenses are consistent and controlled
- Dialogue is integrated in narratives to convey character and advance the action, and is punctuated correctly
- A range of cohesive devices (e.g. conjunctions, adverbials of time and place, pronouns, synonyms and ellipsis) are used correctly in and across paragraphs
- Sentences are demarcated correctly, with commas used appropriately. Some use of parenthesis and colon for lists.

Science:

Properties and materials:

- Compare and group together materials 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
- 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.
 - 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

- Artists: Percy Wyndham Lewis
- To learn the various contrasting styles of artists and to critique and replicate these according to our own individual preferences
- Drawing- sketching
- Use of oil pastels and colouring pencils

- To know: how Wyndham Lewis contributed to the vorticism movement
- To understand what vorticism is and how it was established.
- To make sketches, to complete missing sections of one of the designs of these artists, identifying colours, shapes, and designs to make a prediction about what fills the missing part of the image
- To review and critique own sketches and discuss proportion and accuracy of their drawings

DT:

- Design
- Design purposeful, function, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock0ups and ,where appropriate, information and communication technology
- Make
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including, construction materials, textiles and ingredients, according to their characteristics
- Evaluation
- Investigate and analyse a range of existing products (look at housing foundations and stability in houses perhaps?)
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve work
- Evaluate: Understand how key events and individuals in design and technology have helped shape the world- discuss changes In trench design/ reinforcement perhaps?
- Technical knowledge
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] – add electric to trench dugout? (I believe the German trenches had this- so defo worth investigating)

ICT:

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Creative thinking, collaboration, problem-solving, critical thinking, evaluation, researching, presenting.

<https://microbit.org/lessons/musical-microbit-unit-overview/>

Geography:

- Continents, main countries including N and S America, some key states of America and their features.
- Main cities in England and the UK.
- Use maps/globe/atlas to locate continents and countries.
- Coasts

History:

- To know when and why WW1 started and the locations of the countries involved
- To discuss why men signed up to the army in World War One- what did they believe? What were they told- linking to propagandas in later objective?
- To describe the significance of some of the major events in the lead up to and within WW1- such as The shooting of Arch Duke Franz Ferdinand and The Christmas Truce.
- To ask and answer complex questions about the conditions of the trenches and the lives of soldiers in WW1
- To look at the power of propaganda from varying countries and how this affects what people believe and view about the war: E.G. Germany's propaganda to Britain's.
- To know and correctly use the terms used to describe the historical events of WW1, including invasion, occupation, propaganda, alliance, allied, treaty

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

Military induction day!

The Challenge or Big Questions

What was the Christmas Truce?

Is War ever right?

What would be the most efficient materials for a soldier's uniform?

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

World War One- sacrifices of others.

Activities (Possible Route of learning)

- linked to Xmas truce
ing Xmas Truce advert, and writing the events from first person perspective.
report on WW1
aking trenches

Trips/ Visits / Experiences

World War One- Virtual Reality 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, robust,

Science:

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

Literacy, Maths and Computing Links

ICT- news report using iPads potentially

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. Baking- weighing

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

Home Learning Projects

Researching World War One and creating information/ bullet pointed

Researching The Christmas Truce

Researching trenches- what materials did they use?

Final Quality Products

Story Linked to Christmas Truce, from first person perspective

News report on WW1

Trenches made with audio description of trench and features

How to Share and Celebrate Success

Museum to display their trenches and invite others to view them- potentially at end of the unit when they have baked as well.