

Stockbridge Village Primary School – Expedition Project Plan



Project title – Acts of Courage (WW2): Friend or Foe?
 Year group - 6 Spring Term

Fieldwork & Experts
 -
 Local history group
 WW2 experts
 Merseyside Maritime Museum - WW2
 Piermasters house

Big Ideas (Concepts)

| | |
|----------------|------------|
| Peace | Rights |
| Courage | Rule / Law |
| Conflict / War | Freedom |
| Conquest | Nation |
| Survival | Sacrifice |

Guided Inquiry questions -
 (see Loops for Learning plan)

Use -
 Books - recounts
 Films
 WW2 artefacts
 Facsimiles
<http://www.iwm.org.uk/learning/resources/second-world-war-learning-resources>
<http://www.nationalarchives.gov.uk/education/>
<http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips>
<http://www.britishpathe.com/search/query/world+war+2>
 [Accessed 06.05.15]
<http://www.bbc.co.uk/>

Books-
 Goodnight Mister Tom - Michelle Magorian
 I am David - Anne Holm
 Number the Stars - Lois Lowry
 The Emergency Zoo - Miriam Halahmy
 My Secret War Diary, by Flossie Albright - Marcia Williams
 The Lion and the Unicorn
 Shirley Hughes
 Friend or Foe - Michael Morpurgo
 Once - Morris Gleitzman
 Bombs and blackberries- Julia Donaldson play script
 War Boy by Michael Foreman
 The Boy in the Striped Pyjamas by John Boyne
 Rose Blanche by Roberto Innocenti

Key Vocabulary -
 Military
 Democracy
 City
 Battle
 Resistance
 Capture
 Prisoner of War (POW)
 Internment
 Nazi
 Allies
 Persecution
 Repression.

Find (out about) -
 Acts of courage
 What happened to POWs in Stockbridge - local history study
 Children in WW2
 Animals in WW2 (The Emergency Zoo)
 German children and their perspectives - choices and resistance
 Diet / health in WW2
 Art and artists in WW2

Investigate -
 WW2 from multiple perspectives - children; POW; resistance in the context of courage and choices; animals; art?

Significant people /places /events -
 Churchill
 Hitler
 Mussolini
 See full list on progression

Collect - WW2 artefacts and facsimiles
 First hand recounts; Maps

Essential Question:
 What matters to children - Understanding the past; Courage; Making a difference to the world

Questions worth asking -
 Why do people persecute each other?
 Is war ever justified?
 How important is freedom?

Provocation Experience -
 Knowsley Archives

Performance of Learning -Biography of the interned

Main subject POS -

Geography

Locational knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their 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, (in relation to WW2 strategy)

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

a local history study

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Science - Animals including Humans (can be taught discretely or as part of 'survival' in WW2?)

identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

describe the ways in which nutrients and water are transported within animals, including humans.

Linked subjects POS -

Art and Design

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Computing

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

D&T

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet (with ref to malnutrition in WW2)

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (From WW2)

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (From Orchard with ref to WW2 - land girls?)

Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

♣ develop an understanding of the history of music.

For next time -

Assessment checks - e.g. rubrics, criteria lists, learning checkpoints