Y5/6 Cycle B Spring MTP: WWII and the Battle of Britain

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
History	**What is conflict**	**Why did World War Two begin? Session 2A**	**Why did World War Two begin? Session 2B**	**Why did World War Two begin? Session 2C**	**Which countries contributed to WWII?**	**What was the Battle of Britain? Session 4A**	**What was the Battle of Britain? Session 4B**	**What was the Battle of Britain? Session 4C**	**How did WWII affect where I live?**	**How has WWII affected modern Britain? Session 6A**	**How has WWII affected modern Britain? Session 6B**	**Is conflict ever worth the consequences? ASSESSMENT**
	✓ To know the chronology of key conflicts in history. ✓ To understand similarities and differences between types of conflict and their impact on British and world history.	✓ To know that Adolf Hitler was the leader of the Nazi party in Germany and to understand his role in World War II. ✓ To understand why many German people were pro-war.	✓ To use knowledge of past events to interpret historical sources and make informed judgements about their validity. ✓ To know and describe social, cultural and ethnic diversity in countries at war with Britain and use this to reflect on current global disputes.	✓ To know that Neville Chamberlain was a British Prime Minister and to understand his role in trying to prevent World War II. ✓ To understand motives and reasons for events during WWII using a range of sources to answer historically valid questions.	✓ To know which countries were axis and allies during World War II. ✓ To understand the similarities and differences between the German home front and UK home front.	✓ To know the significant events in the Battle of Britain including German's initial advantage.	✓ To know how Germany were defeated at the Battle of Britain.	✓ To ask and answer historically valid questions using independently selected sources. ✓ To understand why there are no Luftwaffe accounts of the Battle of Britain.	✓ To understand local, British and world history in relation to World War II and how it affected their locality.	✓ To understand how advances in technology since World War II have impacted modern Britain.	✓ To know similarities and differences between conflict during World War II and modern Britain.	✓ [To know similarities and differences between conflict during World War II and modern Britain.] ✓ [To know and describe social, cultural and ethnic diversity in countries at war with Britain and use this to reflect on current global disputes.]
Science	**What does electricity make components and appliances do?**	**How does the structure of a circuit affect the components?**	**Does the voltage in a circuit affect the components?**	**What is the most important component when making an alarm? SESSION 4A**	**What is the most important component when making an alarm? SESSION 4B**		**How does light travel? SESSION 1A**	**How does light travel? SESSION 1B**		**How do we see the world around us?**	**How do materials reflect in different ways?**	**How does the position of a light source affect a shadow?**
	✓ To know and identify electrical components by their recognized symbols. ✓ To use knowledge of electrical components and series circuits to construct a series circuit. ✓ To know that a circuit needs to be closed to allow electrical current to pass along it. ✓ To identify and give examples of appliances that use certain electrical components	✓ To know and identify electrical components by their recognized symbols. ✓ To use knowledge of electrical components and series circuits to construct a series circuit. ✓ To know and explain the function of a switch. ✓ To describe how the position of a switch affects the functionality of a circuit.	✓ To explain how the function of a component e.g., brightness of a lamp, is affected by the number and voltage of cells in a circuit. ✓ To use knowledge of component and their functions to compare and give reasons for variations e.g., loudness of a buzzer. ✓ To explore ideas and identify different kinds of questions to be answered in scientific enquiry. (WS) ✓ To plan and select the most appropriate equipment needed to take accurate measurements to gather relevant data. (WS) ✓ To use a range of equipment, appropriately and accurately to take readings and observations in scientific enquires. (WS)	✓ To use knowledge of electrical components and series circuits to construct a series circuit. ✓ To plan and select the most appropriate equipment needed to take accurate measurements to gather relevant data. (WS) ✓ To identify when further test and observations are needed from the analysis of the results gathered, including amendments to tests. (WS)	✓ To use knowledge of electrical components and series circuits to construct a series circuit. ✓ To report and present findings from scientific enquiries in a variety of ways(presentations, displays etc.), including both oral and written forms, confidently. (WS) ✓ To use relevant and accurate scientific language to discuss, communicate and justify scientific ideas. (WS)		✓ To know that light travels in straight lines. ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS) ✓ To report and present findings from scientific enquiries in a variety of ways(presentations, displays etc.), including both oral and written forms, confidently. (WS)	✓ To know that light travels in straight lines. ✓ To explain how light changes direction when it travels through different shaped lenses, concave, convex. ✓ To identify secondary sources which support ideas and findings, separating fact from opinion. (WS) ✓ To identify evidence that refutes or supports a scientific idea. (WS)		✓ To know and explain that objects are seen because they emit or reflect light. ✓ To know that we see because light travels from light sources or is reflected from objects into the eye. ✓ To know that a ray diagram shows the directions the light travels in. ✓ To report and present findings from scientific enquiries in a variety of ways(presentations, displays etc.), including both oral and written forms, confidently. (WS) ✓ To use relevant and accurate scientific language to discuss, communicate and justify scientific ideas. (WS) ✓ To explain how scientific ideas have developed over time. (WS)	✓ To know that we see because light travels from light sources or is reflected from objects into the eye. ✓ To explain which variables need to be controlled and why, when conducting a fair or comparative test. (WS) ✓ To identify the different variables in a fair or comparative test e.g., control, dependent, independent. (WS) ✓ To plan what observations to make and how long to make them for, in order to obtain relevant data. (WS) ✓ To explain how	✓ To use knowledge of how light travels to explain why shadows have the same shape as the objects that cast them. ✓ To select and plan the most appropriate type of scientific enquiry to answer a scientific question. (WS) ✓ To explain which variables need to be controlled and why, when conducting a fair or comparative test. (WS) ✓ To identify the different variables in a fair or comparative test e.g., control, dependent, independent. (WS) ✓ To confidently take measurements with accuracy and precision, using a range of equipment. (WS)

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			✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS) ✓ To identify when further test and observations are needed from the analysis of the results gathered, including amendments to tests. (WS) ✓ To report and present findings from scientific enquiries in a variety of ways(presentations, displays etc.), including both oral and written forms, confidently. (WS)								✓ measurements and observations will be taken accurately. (WS) ✓ To analyse results and form conclusions which answer scientific enquiry questions, with support. (WS)	✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS)
D&T	**How do changes in technology affect society?** ✓ To know that Tim Berners-Lee changed everyday life with the invention of the World Wide Web. ✓ To know that developments in D&T have helped shape the world. ✓ **To know how to draw diagrams to scale.**		**How can computers make something move?** ✓ To know how to use a computer control program to enable an electrical product to work automatically in response to changes in the environment			**What adaptations need to be made to a circuit to enable it to be accessible to all?** ✓ To apply knowledge of electrical systems to design a circuit within a product for a purpose and intended user.	**How can a circuit designs affect output and functionality?** ✓ To use knowledge of electrical systems to evaluate and improve the design and functionality of electrical circuits.		**What processes do we need to go through when making effective designs?** ✓ [To know that developments in D&T have helped shape the world.] ✓ [To apply knowledge of electrical systems to design a circuit within a product for a purpose and intended user.]			

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