

# World War 2 : Topic Enrichment Pack : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>COMPUTING Lesson 1</b>	To know how to create and use a cipher.	In this lesson, children are introduced to the importance of ciphers, secret messages and code breaking during World War Two. Children learn about the features of spreadsheets as well as how to enter, organise and manipulate data before using their knowledge to create a cipher. Children then use their cipher to decrypt coded words and messages. Alternatively, children learn how to link text to numeric values and encrypt and decrypt coded messages relating to tank movements.	<ul style="list-style-type: none"> <li>Can the children explain the meaning of cipher, encrypt and decrypt?</li> <li>Can the children use the 'sort' function or 'rand between' formula to manipulate data.</li> <li>Can the children use a cipher to encrypt and decrypt a coded message?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Co-ordinate Instructions (FSD? activity only)</li> <li>Co-ordinates Challenge Sheet 1A/ 1B (FSD? activity only)</li> </ul>
<b>COMPUTING Lesson 2</b>	To create a ciphered code using formulae.	In this lesson, children build on their understanding of using spreadsheets to make a more complex spreadsheet cipher. Children learn how to input basic formulae into a spreadsheet in order to create sets of random numbers and letters. They then use this to send and decrypt coded WW2-themed words to one another. Alternatively, children play a fun game similar to 'battleships' in which they use a spreadsheet to generate a randomised set of co-ordinates.	<ul style="list-style-type: none"> <li>Can the children explain what a formula does on a spreadsheet?</li> <li>Can the children explain the advantages of using formulae?</li> <li>Can the children use formulae to generate a cipher?</li> </ul>	<ul style="list-style-type: none"> <li>Message Sheet 2A/2B/2C</li> <li>Formulae Instructions</li> <li>Word Bank</li> <li>Battletanks Board (FSD? activity only)</li> </ul>
<b>DT Lesson 1</b>	To research and design a commemorative space or item.	In this lesson, children will learn about the different ways we can commemorate the past before researching and designing a space or product which commemorates an individual, group or event associated with World War Two. Children first learn how to develop a design brief and to set their own design criteria before creating an annotated sketch to communicate the ideas for their design.	<ul style="list-style-type: none"> <li>Do children understand the terms design brief and design criteria?</li> <li>Can children develop appropriate design criteria to guide the creation of their commemorative item?</li> <li>Do children's designs address the product's intended audience, purpose, features, materials, aesthetics and quality standards?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Mat</li> <li>Word Bank</li> <li>Idea Cards</li> <li>Design Sheet 1A/B</li> <li>Challenge Card (FSD?activity only)</li> <li>Feature Cards (FSD? activity only)</li> <li>Design Sheet 1C (FSD? activity only)</li> </ul>
<b>DT Lesson 2</b>	To make and design a prototype for a commemorative space or item.	In this session, children have the opportunity to work safely and accurately with a range of materials and tools in order to create a prototype for their commemorative product. Children learn about the importance of creating a plan of work to guide the making process and have an opportunity to create their own before they begin to construct their prototype. Alternatively, children can use CAD software to create a digital prototype of a commemorative space for their local area.	<ul style="list-style-type: none"> <li>Can children explain why a plan of work is useful?</li> <li>Can children select and use a range of tools to cut, join and finish their prototype safely and accurately?</li> <li>Can children assess how well their prototype meets the design criteria and suggest improvements to the product's design, materials or construction process?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sorting Cards</li> <li>Planning Sheet 2A/2B</li> <li>Example Plan of Work</li> <li>Word Bank</li> <li>Evaluation Sheet 2A/2B</li> <li>Design Sheets from previous lesson</li> <li>A range of constructions tools, equipment and materials or access to CAD software (FSD? activity only)</li> </ul>

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<b>GEOGRAPHY Lesson 1</b>	To use maps to find out how the alliances of World War Two changed over time.	In this lesson children will use maps to find out about the shifts in alliances during World War Two and the territories that they controlled during World War Two. Children will learn how to use atlases and geographical information systems to locate countries. They will also learn how to interpret the thematic maps provided to identify changes in alliances and territorial shifts over the course of the war.	<ul style="list-style-type: none"> <li>Can children use an atlas or GIS to locate member countries of the Allies and Axis military alliances?</li> <li>Can children use geographical information to determine where territory was gained and lost over time?</li> <li>Can children use geographical data to identify possible 'turning points' in the progress of World War Two?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>World Maps 1A/1B/1C</li> <li>Observation Sheet 1A/1B/1C</li> <li>Record Sheet 1A/1B/1C (FSD? activity only)</li> <li>Explanation Sheet (FSD? activity only)</li> <li>Teacher Instructions (FSD? activity only)</li> <li>Tablets/Computers (FSD? activity only)</li> </ul>
<b>GEOGRAPHY Lesson 2</b>	To describe the geography of key battlegrounds.	In this lesson, children will consolidate their understanding of physical and human geographical features and come to appreciate the diverse nature of the battlegrounds and warfare during World War Two. Children will look in depth at the geography of Imphal, northern India, where Allied and Axis forces clashed, before applying their understanding to the creation of a news report based on their research of the physical and human geography of other key battlegrounds.	<ul style="list-style-type: none"> <li>Can children explain the difference between physical and human geographical features?</li> <li>Can children identify the key physical and human features of key World War Two battlefields and surrounding areas?</li> <li>Can children suggest what it would be like for military and civilians living and fighting in these regions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>New Report Challenge Card</li> <li>Fact Sheet 2A/2B/2C</li> <li>Green Screen Cloth (optional)</li> <li>Diorama Challenge Card FSD? activity only)</li> <li>Shoeboxes and materials for diorama building: cardboard, lollipop sticks, plasticine, glue etc. (FSD? activity only)</li> <li>Atlases or access to GIS via tablets/computers</li> </ul>
<b>MUSIC Lesson 1</b>	To recognise the importance of music during World War Two.	Children will reflect on how music was used during the war to keep up morale for the soldiers and for the people at home. They will be introduced to Vera Lynn and how her songs inspired hope for people during the war. The children have the opportunity to listen and appraise the songs and recreate them in the classroom.	<ul style="list-style-type: none"> <li>Do children recognise some popular World War Two songs?</li> <li>Do children know who Vera Lynn was and why she was important during the war?</li> <li>Can children suggest reasons why music was important during World War Two?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Lyrics Sheet 1A/1B</li> <li>Accompaniment Sheet 1A/1B</li> <li>Xylophones/Glockenspiels</li> <li>Lyrics Sheet 1C (FSD? activity only)</li> </ul>