



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Summer 1 2024

Curriculum Unit – Chipping during World War II

Key Learning Overview:-

History- children will analyse connections, trends and contrasts over time in relation to the social aspects of 'the WW2 with a specific focus on local history. Opening worlds- Roman Britain

DT- 'Make do and mend'. Children will up-cycle old clothing by creating a new product using a range of sewing techniques.

Science- an enrichment week: investigating the works of famous scientists and their contributions to the wider world.

Geography- an enrichment week: children will be able to carry out fieldwork within the local area- with a focus on changes to the area since WW2. Opening Worlds- coasts

Writing Opportunities- we will write: stories with a flashback set during WW2, letters and a new chapter linked to our novel 'Goodnight Mr Tom' and information booklets linked to our Science Week.

Class Novel, key texts and extracts- Novel: Goodnight Mr Tom.

Extracts of: My Uncle's Dunkirk and Carrie's War.

Curriculum Shapers

- Be Curious: engage in first-hand experiences and experience contrasts between periods of history and geographical locations.
- Be Knowledgeable: nurture a thirst for knowledge and apply cross-curricular skills
- Be Ambitious: link with experts (Chipping Historical Society)
- Be Creative: develop creative thinking skills and question why. Apply previously learnt skills to new situations.
- Be Collaborative: respect the opinions and differences of others
- Be Positive: develop self-esteem

Key Questions

- How was life different for people living in Chipping during WW2?
- Why were children evacuated to the area? Where did they live?
- How did the War affect people living in and around Chipping?
- What are the physical and human geography elements of Lancashire and the surrounding area?
- How has this changed since WW2?
- What do we mean by 'Make Do and Mend'?

Key Skills Coverage - DT

Prior Knowledge

- Year 1/2: Sewing- making puppets
Year 3/4: Mechanical Systems- levers and linkages
- Year 3/4: Control- electrical systems
- Year 3/4: Textiles- seams, stiffening, strengthening, materials and fastenings

Key Design Skills

Textiles

- Use the correct vocabulary appropriate to the project.
- Create 3-D products using patterns pieces and seam allowance.
- Understand pattern layout.
- Decorate textiles appropriately (often before joining components).
- Pin and tack fabric pieces together.
- Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).
- Combine fabrics to create more useful properties.
- Make quality products.

Research

- Use research to inform the design of the product

Design

- Ensure product is fit for purpose and audience
- Draw and annotate sketches, diagrams and prototypes

Make

*Use a wide range of tools for sewing and textile materials

Evaluate

- Evaluate product against design criteria
- Consider the views of others



Key Vocabulary

Prototype-A model which is made to test whether a design will work.

Texture-Surface quality of being, for example, hard, soft, smooth or rough.

Binca-Textile with regular weave, useful for embroidery.

Calico-Coarse, heavyweight fabric usually used for producing prototype garments.

Mesh-The open space between woven threads.

Appliqué-Describes method of stitching/gluing patches onto fabric

back-stitch-Stitching where each stitch overlaps the previous one.

blanket stitch-Hemming stitch, particularly on the edge of blankets.

cross-stitch-Stitches which form a cross shape.

running stitch-Stitches which do not overlap.



Key Skills Coverage - Science (Enrichment)

Prior Knowledge

Year 3/4: Science Investigation Week

Year 3/4: Famous European Scientists Week

Key Skills

Practical Investigations:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams
- using test results to make predictions
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms
- identifying scientific evidence that has been used to support or refute ideas or arguments

Key Skills Coverage - Geography (Enrichment)

Prior Knowledge

Year 1/2: Local Study of the School

Year 1/2: UK countries and capitals

Year 1/2: Study of Blackpool

Year 3/4: Local Study- Ribchester/Romans

Key Skills

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.
- Extend to 6 figure grid references
- Linking with History, compare land use maps of UK from past with the present.