

History – 2 hours

Look at maps of from each decade from now to the war of our locality and compare them.

A local history study.

I can recognise and explain differences between people, places or things from given information.

I can look at OS maps and identify symbols on them.

History – 2 hours

Learn about bombing in Banbury and the Blitz from a WW2 veteran.

Do an actual air-raid drill.

A local history study.

I can use more than one source of evidence to answer questions about Banbury during the war.

D&T – 3 hours

Build an air-raid shelter.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Select from a wider range of tools and equipment to perform practical tasks.

I can design a product using given images to support my ideas.

I can choose between two tools, deciding on which is most suitable for a job.

High Quality

Outcome

Street party with parents invited.
Singing of WW2 songs.

NC Objs
Skills
Visit/Visitors

Year 4 Topic: WW2 Focus: Banbury During the War

Teaching Hours: 18

What do we want to find out?

History – 2 hours

Meet with and interview local survivors of WW2

A local history study.

I can recognise and explain differences between people, places or things from given information.

Technology – 2 hours

To bake party treats using wartime rations.

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

I can say what I like and dislike about my own and others products.

Music – 6 hours

Learn WW2 songs to perform at the street party.

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

Listen with attention to detail and recall sounds with increasing aural memory.

Sing in tune.

Sing expressively, with awareness of pulse and rhythm and control of expressive elements, e.g. dynamics, timbre, tempo.