



Pathway
2,3,4

Year 9

Term Summer 1 and 2

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

This Scheme of Work uses a cross-curricular approach. With lessons across a range of curriculum areas, your pupils will find out where and when WW2 took place, what life was like for those living through the war, how people coped with the conflict in their daily lives that will immerse your children fully in this engaging World War 2 topic.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

An opportunity for pupils to develop their chronological understanding of this time.

An opportunity for pupils to think about the changes in people’s lives since World War II

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An opportunity for pupils to think about the changes in people’s lives since WWII.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people’s lives since World War II.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to think about the significance of this time.

Knowledge:

what information / facts will the pupils be learning

Can children suggest why it is called a

what information / facts will the pupils be learning

Can children place WW2 on a

what information / facts will the pupils be learning

Do children know some of the main

	<p>World War?</p> <p>Can children explain what the Blitz was?</p> <p>Can children describe some of the ways in which people were protected during the war?</p> <p>Can children explain what evacuation was and why it was done?</p> <p>Can children explain some of the causes of rationing?</p> <p>Do children understand that different groups of people had different experiences during the war?</p> <p>Can children recall information they have learnt about WW2?</p>	<p>timeline?</p> <p>Can children suggest reasons why some places were more likely to be bombed than others?</p> <p>Can children explain why evacuation was used as one strategy to protect children?</p> <p>Can children describe some likely feelings and experiences of evacuees?</p> <p>Do children know which foods were available during WW2 and how much was allowed, on average, per person?</p> <p>Can children describe why Jewish people were targeted by the Nazis?</p> <p>Can children use appropriate terms and vocabulary?</p>	<p>leaders, events and dates relating to WW2?</p> <p>Can children suggest how the bombing could be stopped?</p> <p>Can children explain the effects of bomb damage?</p> <p>Can children use words associated with evacuation accurately and appropriately?</p> <p>Can children compare foods available in WW2 with foods available today?</p> <p>Do children know who Anne Frank was and why she is remembered?</p> <p>Can children evaluate what life was like for children in WW2?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p>

	Creative thinkers – students to create a series of pictures, questions etc	Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc	Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc Independent enquirers – students to show independence in what they include in their work
Language and/or communication skills:	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8			
9			
10			

11			
12			
13			
14			

Talking points

Implementation

Impact