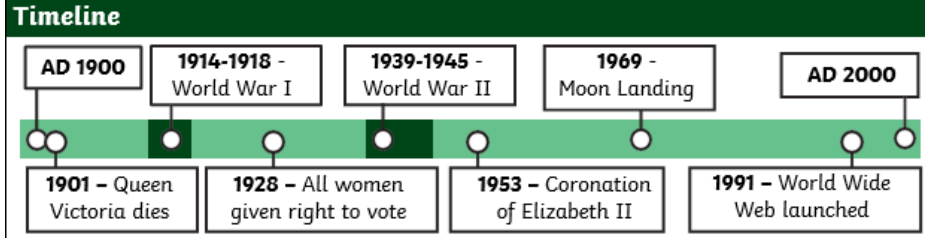




Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	History				

Date	Key events
September 1, 1939	Germany invades Poland
September 3, 1939	Britain and France declare war on Germany (start of WW2)
January, 1940	Rationing introduced across the UK
May to June, 1940	Dunkirk evacuated and France surrenders to Germany Germany uses blitzkrieg to take over much of Western Europe
July, 1940	Germany launches air attacks on Great Britain (The Battle of Britain and the Blitz begins) Germany, Italy and Japan signed the Tripartite Pact creating the axis alliance
December 7, 1941	The Japanese attack the US navy in Pearl Harbor. The next day, the USA enters the war fighting with the allies
June 6, 1944	D-day and the Normandy invasion. Allied forces invade France and push back the Germans
April 30, 1945	Adolf Hitler commits suicide
May 7, 1945	Germany surrenders & victory in Europe is declared the next day
August 1945	Atomic bombs dropped on Hiroshima & Nagasaki, Japan by the US killing approximately 226,000 people
September 2, 1945	Japan surrenders signaling the end of WW2
July, 1954	Rationing ends in the UK



**Evacuation**

During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas masks, ration book and identity cards. When they reached their destination, a billeting officer would arrange a host family for them. Evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz.



**Winston Churchill**  
UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955)



**Adolf Hitler**  
Leader of the Nazi Party and Chancellor of Germany, 1933 - 1945 (also referred to as the Führer meaning a leader)

**Rationing**

Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible. Rationing meant that each person was only allowed a fixed amount of food. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used. People were also encouraged to 'Dig for Victory' and grow as much of their own food as possible. Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.

**Key Vocabulary:**

**air raid:** a bombing attack where explosives are dropped from an aircraft onto the ground

**Allies:** the group of countries who fought against Germany, Italy and Japan in the second World War

**Battle of Britain:** the prolonged bombardment of British cities by the German Luftwaffe and the aerial combat that accompanied it

**Blitz:** a severe or sudden attack; the German air raids on Britain in 1940 - 1

**D-Day - June 6th 1944 -** The date Allied forces landed in Normandy, France.

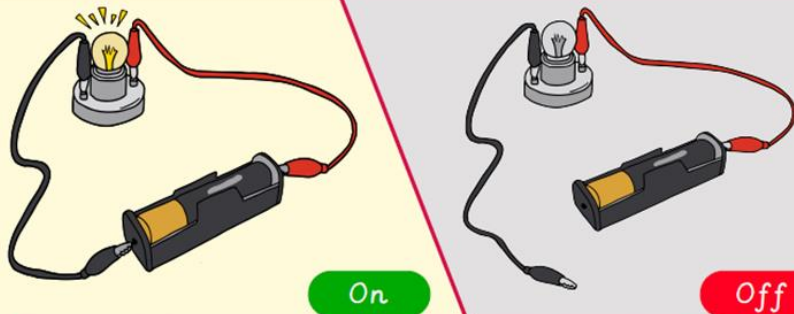
**telegram:** a message sent by telegraph and then delivered in written form by a messenger



Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	Design Technology: Doodlers				

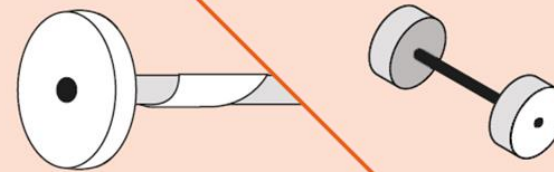
Circuit	A collection of components that make an electrical system.
Circuit component	One of several parts that complete a circuit (e.g. bulb).
Configuration	How different parts are put together to form an object.
Current	The flow of electricity.
Develop	Continue to work on something to make progress or improve it.
DIY	The acronym means 'Do it yourself' and represents various activities that someone chooses to do themselves at home, rather than through a service or professional.
Investigate	Research something by looking at it in greater detail.
Problem-solve	Develop and test solutions to an issue.
Product analysis	To look at an object and evaluate it based on certain criteria (e.g. function).
Stable	Object does not easily topple over.
Target user	A particular person at whom the product is aimed.

Series circuits only have one path for the electrical current to flow.



If there is a break in a series circuit, the electrical current will be cut and all the components will stop working. Causing a break in a series circuit can act as a switch to turn the circuit off.

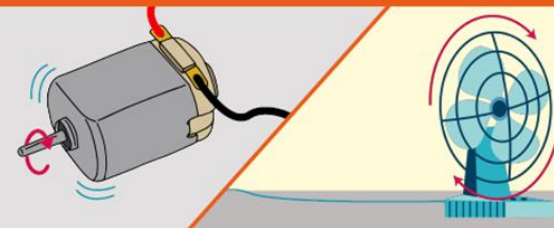
Axles form part of the wheel mechanism in wheeled products such as toy cars, wheelbarrows and bicycles.



For a bicycle to function we need to use our legs and feet to push the pedals that rotate the axle and spin the wheels.



An electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. Motors use electricity instead of human force to move the axle.



A motorised product is an object that uses a motor to function.



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	Computing: Online Safety				

Objectives	Online Reputation - What I will know	Privacy and Security - What I will know
<p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> </ul> <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> <li>I can describe how connected devices can collect and share anyone's information with others.</li> <li>I can describe how and why people should keep their software and apps up to date (e.g. auto updates).</li> </ul> <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> <li>I can explain the benefits and limitations of using different search engines (e.g. voice activation).</li> <li>I can explain how some technology can limit the information I am presented with.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that others may search my name online to find information about me.</li> <li>I know that not all information about me online may have been posted online by me.</li> <li>I understand that people may alter information or put untrue information about me online with or without my knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that smart devices often collect and share personal information and other information about people (e.g. tech usage).</li> <li>I can describe why people should keep their software and apps up to date.</li> <li>I can describe how people can keep their software and apps up to date e.g. auto updates.</li> </ul>
	Online Bullying - What I will know	Managing Online Information - What I will know
	<ul style="list-style-type: none"> <li>I know different types of media online.</li> <li>I can explain the different features of different media.</li> <li>I can simply describe what bullying online may look like on these different forms of media.</li> </ul>	<ul style="list-style-type: none"> <li>I can use different search technologies.</li> <li>I can evaluate digital content and can explain how I make choices from search results.</li> </ul>



Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	Computing: Spreadsheets				

### Key Learning

- To use formulae within a spreadsheet to convert measurements of length and distance.
- To use a spreadsheet to model a real-life problem.
- To use spreadsheet tools to investigate probability.
- To use the count tool to answer hypotheses about common letters in use.

### Key Spreadsheet Vocabulary

<p><b>Budget</b> The amount of money available to spend on a project.</p>	<p><b>Expenses</b> A cost associated with a project. For example, the cost of buying ingredients for a cake sale, materials for making banners etc.</p>	<p><b>Hypothesis</b> A concept or idea that you test through research and experiments. The plural of hypothesis is hypotheses.</p>
<p><b>Columns</b> Boxes running vertically in a spreadsheet.</p>	<p><b>Format</b> The way that text looks. Formatting cells is helpful for interpreting a cell's contents for example you might want to format a cell to show a fraction e.g. <math>4 \frac{1}{2}</math> or include units such as £ or \$.</p>	<p><b>Profit</b> Money that is earned in trade or business after paying the costs of producing and selling goods and services. For example, the amount of money there is from a cake sale when the cost of creating them has been subtracted.</p>
<p><b>Computational model</b> Creating or using a simulation (a model) of a real-life situation, on a computer.</p>	<p><b>Formula</b> A group of letters, numbers, or other symbols which represents a scientific or mathematical rule. The plural of formulae is formulae.</p>	<p><b>Totalling tool</b> Adds up the value of every cell above it, next to it or diagonal to it according to which total tool is selected.</p>
<p><b>Count tool</b> Counts how many of a variable there are in a spreadsheet.</p>	<p><b>Formula Bar</b> An area of the spreadsheet into which formulae can be entered using the '=' sign to open the fomula.</p>	<p><b>Rows</b> Boxes running horizontally in a spreadsheet.</p>
<p><b>Data</b> A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making</p>		
<p><b>Dice tool</b> Simulates the roll of a die to a random number between 1 and 6 when you click on it.</p>		

### Key Images

Open, close or share a file	Save your work	Open a previously saved file	Format cells
Tools	Charts and Graphs	Insert or Remove rows or columns	
Count tool	Dice tool	Formula bar	
Spin tool	Random number tool	Equals tool	Lock tool
To Copy	To Cut	To Paste	



Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	Music: The Blues				



Blues music is often sad and emotional, which is why we say we have 'the blues' when we feel sad. Its main features are the 12-bar blues and the blues scale, and it includes a lot of improvisation.

### The Blues scale

The Blues scale to accompany our 12-bar Blues is made up of these notes:



### Vocabulary

**12-bar blues** A series of chords played in a specific order.

1	CCCC	2	CCCC	3	CCCC	4	CCCC
5	FFFF	6	FFFF	7	CCCC	8	CCCC
9	GGGG	10	FFFF	11	CCCC	12	CCCC

<b>chord</b>	Two or more notes that are played at the same time and work in harmony.
<b>scale</b>	Any set of musical notes which are in order of their pitch.
<b>ascending scale</b>	A scale in which the pitch of the notes goes up.
<b>descending scale</b>	A scale in which the pitch of the notes goes down.
<b>blues scale</b>	A set of notes used to play a melody over a 12-bar blues.
<b>improvisation</b>	Making up music as it is played or performed.
<b>bent notes</b>	A musical note that varies in pitch usually going up slightly at the end.
<b>bar</b>	A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).
<b>quaver</b>	A note which last for half a beat.



Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	Spanish: My Home - Mi Casa				

**vocabulary**

The nouns and determiners for 'house' and 'apartment'.



The nouns and determiners for rooms of the house.



Key linguistic structures:

En mi casa hay...  
In my house there is...

En mi casa no hay...  
In my house there is not...

**grammar**

To fully understand the role of gender in the choice of determiners.

un salón  una cocina 

Singular determiner 'a' for masculine nouns      Singular determiner 'a' for feminine nouns

To understand better how to use the negative in Spanish.

En mi casa hay un salón.  En mi casa no hay salón. 

1<sup>st</sup> person conjugation of high frequency verbs.

vivo  
I live

1 Introduce yourself.

**¡Hola!**

**Me llamo...**

**Tengo \_\_ años**

2 Where do you live?

**Vivo en...**

 una casa

 un piso

3 Can you give some more detail?

**en...**

 la ciudad


 el campo

 la costa

 un pueblo

 la montaña

**phonics**

ga sound in: • garaje 

**accents**      Accents indicate the vowel is stressed. As seen in the word salón.

**stress placement**      Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable. Like ga-ra-je.

**ñ tilde**      This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish words baño and montaña.

4 Can you describe your house?

**En mi casa hay...**

 un salón     un despacho     un sótano     un jardín     un garaje

 un cuarto de baño     un dormitorio     un comedor     un lavadero     una cocina

Don't forget to use this conjunction before the last room! **Y** ➔ and

5 Which rooms cannot be found in your house?

**Pero, en mi casa no hay...**

 salón     despacho     sótano     jardín     garaje

 cuarto de baño     dormitorio     comedor     lavadero     cocina



Topic	World War II	Theme	Children	Year Group	5
Key Question	How were the lives of children affected during WWII?				
Subject	Religious Education: Incarnation: Was Jesus the Messiah?				

*What we have already learnt...*

- Christians believe Jesus is one of the three persons of the Trinity: Father, Son and Holy Spirit.
- Christians believe God the Father sends the Son who saves his people.

*While investigating this question we will:*

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.

Key vocabulary	
Advent	The coming or second coming of Christ.
Bible	The sacred text used by Christians, consisting of the Old and New Testaments.
Christ	The title given to Jesus.
Jesus	The man that Christians believe is the son of God.
Incarnation	A person who embodies the flesh of a spirit or God.
Messiah	Regarded as the saviour of Christians.
New Testament	The second part of the Bible which includes stories after the birth of Jesus.
Old Testament	The first part of the Christian Bible which includes stories before the birth of Jesus

**PUPILS WILL KNOW THAT :**

- The Old Testament is the first part of the Christian Bible which is written about time before Jesus.
- The life of Jesus was planned by God to restore the relationship between humans and God.
- Christians believe that when Jesus was born, God became present on earth as a human. This is referred to as the incarnation of Jesus, as it was when God took on human form, becoming fully God and fully human at the same time.
- Jesus is referred to as Christ or Messiah and he showed Christians how they should live. The Messiah is also known as 'The Promised Saviour'.
- Advent is the period leading up to the birth of Jesus.
- Each year, Christians celebrate Christmas as a time when Jesus was brought to the earth as 'God in the flesh'.
- The Gospel is the teaching of the life of Jesus.

