

Year 3: Battles in Brixton/ Hassle in Herne Hill/ Conflict in Clapham

1. Key Vocabulary

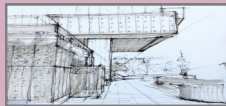
Army- a large group, trained especially for war
Battle- a fight / struggle between two armies
War- an often long term conflict between two states or nations
Combat—a physical fight or battle whereby each side is at risk of injury
Evacuee—a person who was sent away from large cities to the safety of the countryside during WW2
Soldier- a skilled warrior who is part of an army
Nazi—a person who supported Hitler's views including regular people and those who worked for Hitler
Blitz- the period of time in which Germans conducted air raid attacks on Britain every night
Rationing- only allowing the people to have a limited number of things so that they don't run out.
Propaganda- ideas, facts and information given out to try to help (aid) a cause
Confrontation—When two different sides have an argument over a disagreement
Contrasting— when there are two things that are different or opposing to one another
Conquest—When a country takes complete control of another place or group of people
Siren—a loud ringing sound that was used to alert people to seek shelter as bombs may soon drop
Community—a group people who share ideas or a common place
Population—a group of people who live in the same place
Local / locality—places and things nearby, an area that is within a close distance
Industry—work (sometimes in factories) that involves making, processing and distributing goods
Rural—an area where people may or may not live that is located in the countryside
Suburban—an area where a lot of people live and work that is located in a city or town
Infrastructure—the way a society is organised and how resources are shared and used
Amenities—a feature that is useful and easy / quick to get to

3. Art/ DT

Children will compare bridges and determine key features. They will then design, plan and build moving model bridges that use pneumatic mechanisms to help rebuild London after WW2.



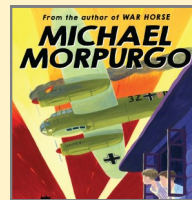
Children will draw and sketch London landmarks using a range of techniques and materials e.g. pencils, charcoal, pastels and chalk. They will refine their drawings, adding detail and shading to improve them.



4. English

Fiction:

Children will be introduced to Michael Morpurgo's Friend of Foe as an example of a story that is set in a real places, linked to our topic of WW2. They will explore how historical characters and events are shared through creative and imaginative ways.



Non-Fiction:

Children will read recounts, including eyewitness accounts, of VE/ VJ day and discern between examples of fact and opinion. Through study of WW2 propaganda, children will recognise features of persuasive writing and use them in their own writing.



Poetry:

Pupils will read poems and songs based on WW2.

2. Curriculum Knowledge

- To write a Greek myth using details learned through research.
- To read, write, compare, order and calculate using numbers up to 500
- To investigate magnetism through different materials
- To use different sources of evidence to research the countries involved in WW2
- To compare how post-war London and Britain is different
- To reflect on the experience of the Blitz, rationing and evacuation to determine what life was like during that time
- To discuss how we feel about the ongoing pandemic
- To continue to practise Spanish vocabulary in to simple , spoken sentences.
- To develop accuracy of skills in a context of attacking and defending within taught sports.
- To observe landmarks closely when drawing
- To experiment with a range of sketching techniques and improve drawings at a later time
- To assemble components in order to create a working bridge mechanism



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Make do and mend	WW2 songs and poems	The impact of rationing on the health	Presenting and making videos	Dig for Victory

5. Maths

Children will use number facts to help them to apply the number system. They will know how to apply addition, subtraction to numbers up to 500 using both mental and written strategies. Children will become fluent with multiplication and division of 2 digit numbers. They will use fraction operations to help solve problems in a range of contexts.

$$\begin{array}{r} 300 \\ 40 \\ 5 \end{array} + \begin{array}{r} 200 \\ 30 \\ 4 \end{array} = \begin{array}{r} 500 \\ 70 \\ 9 \end{array}$$



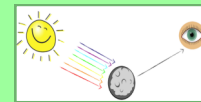
Pupil will be able to recognise and describe 2D and 3D shapes including prism, cone, tetrahedron. They will learn to measure and calculate mass, height, length, capacity, time and . We will practise describing position clearly using precise vocabulary to help locate, plot navigate and direct.

0x3=	1x3=	2x3=
3x3=	4x3=	5x3=
6x3=	7x3=	8x3=

Children will gain rapid recall of 3 and 4 times tables and begin to learn the 6 and 8 times tables.

6. Science

Children will be identifying magnetic and non-magnetic objects. They will find out about the life and achievements of the key scientist, William Gilbert. We will plan and carry out an experiment on how magnetic forces act through different materials.



Children will develop their understanding of how we see things. They will investigate how light travels, how it lights up surfaces and how shadows are formed.



7. History/ Geography

Children will investigate the events leading up to WW2 and how it unfolded over time. They will explore the Blitz and its effect on London residents. Through studying a range of sources of information, the children will discover what life was like during this time, and imaging how they would cope, putting themselves in the shoes of children from that time.



Pupils will explore why children were evacuated during WW2, what limitations this put on children and how it felt to be an evacuee. They will investigate the concepts of rationing and the importance of practises such as 'make do and mend' within the home.



In geography, children will recognise the different countries involved in WW2, locate them on a map and discuss their relative positions. They will be able to explain why cities were bombed during the Blitz, based on the features of cities and after, they will find out how London changed after WW2.

Then, children will investigate the climate and geographical features of the British countryside, considering why this was a good location for evacuation.

