



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment:

Visit to the Manchester Imperial War Museum

D+T*

Design and Build an air raid shelter:

- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes pattern pieces and computer-aided design.*
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.*



History*

Children to learn about WW1, identify events on a time line and learn about the war, where and why the war began and how it ended.

- *Continue to develop a chronological secure knowledge and understanding of British local and world history*
- *construct informed responses that involve thoughtful selection and organisation of relevant historical information.*



D+T*

Design and Build an air raid shelter:

- *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*

Geography*

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

History*

Children will look at the impact of the war on today and explore what life was like as an evacuee, food rationing and code breaking.

- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*
- *understand how our knowledge of the past is constructed from a range of sources*
- *develop the appropriate use of historical terms.*

People to study: Codebreakers including Betty Webb, Elsie Widdowson – Nutritionist addition of vitamins to war time food.

Art: Propaganda Posters / WW2 Posters*

Explore the roles and purpose of designers working in WW2.

- *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil charcoal paint clay]*
- *know about great artists architects and designers in history*

<https://tinyurl.com/6e65pmkv>



WOW Moment:
Important Letter
arrives asking for
help!

Science*

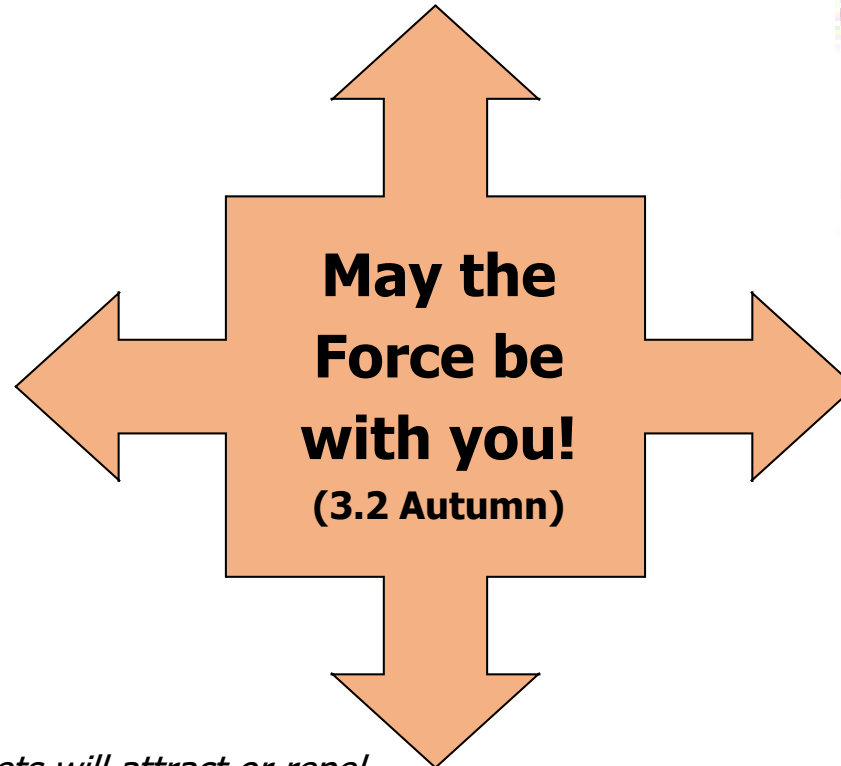
- *Compare how things move on different surfaces.*
- *Notice that some forces need contact between two objects, but magnetic forces can act at a distance*

Science*

- *Observe how magnets attract or repel each other and attract some materials and not others*
- *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.*

Science*

- *Describe magnets as having two poles*
- *Children will predict whether two magnets will attract or repel each other, depending on which poles are facing.*





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WOW Moment:

Geography*

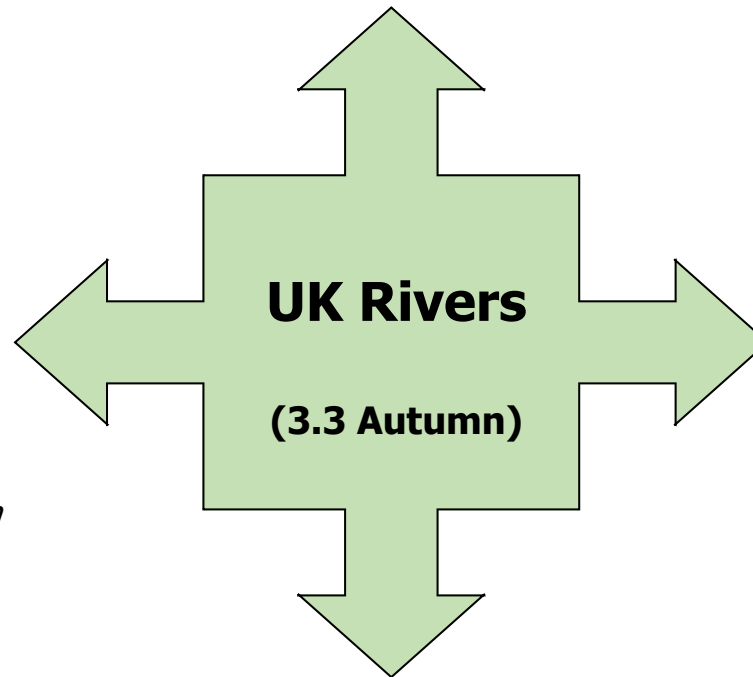
- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied: **use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)** to build their knowledge of the United Kingdom and the wider world*



Geography*

Learn about the similarities and difference of Cornwall. Look specifically at tin mining and physical geography of the area.

- *understand geographical similarities and differences through the study of human and physical geography of: of a region of the United Kingdom*
- *describe and understand key aspects of physical geography, including – rivers, mountains*
- *describe and understand key aspects of human geography, including: the distribution of natural resources including energy, economic activity including trade links (past), minerals and water*



Geography*

- *Name and locate counties and cities of the **United Kingdom**, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*