Science – Electricity
TASC – To design a Morse code communication device for a plane to send an emergency message to RAF Ringway.

Electricity
- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming it's basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

Cross-curricular – DT
- Technical knowledge - Understand and use electrical systems in their products.

Music
- Develop an understanding of the History of music – songs of WW2 (e.g. Vera Lynn known as the forces sweetheart, White Cliffs of Dover) and the significance of these songs and the effect they had on morale

D.T.
TASC - To design a 'make do and mend' item (must fit into a suitcase).

- Design – generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Make – select from and use a wider range of materials and components (including textiles) according to their functional properties and aesthetic qualities
- Evaluate – evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Technical knowledge – see Science

Numeracy
- Addition & subtraction - Clothing coupons challenge
- Coordinates – locating air raid shelters on coordinate map
- Statistics – data linked to WW2 (e.g. number of bombs dropped, number of aircraft lost etc)
- Multiplication – code cracking- location of enemy submarine

PSHE and SEAL
- Growing and Changing

Year 4
'Blitz and Pieces'
Summer 2

R.E
Buddhism

Computing - Communication
TASC – To create a blog in the role of an WW2 evacuee
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Literacy
A Story/stories with a theme
- stories in the role of a WW2 evacuee

Structure – narrative poetry
- WW2 poems that tell a story
Poetry - Vocabulary Building

PE – Dance
TASC – To create a dance telling the story of an air raid
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
(Use significant WW2 songs studied in Music)

History –
TASC – To create a scrapbook diary in the role of an evacuee detailing the events of WW2
- A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 – a significant turning point in British history
WW2 and the Battle of Britain
- A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
RAF Ringway (Manchester Airport)

Additional information
- To understand significant events and dates leading up to and following the Battle of Britain (Germany invades Poland, the Blitz, Pearl Harbour etc)
- To understand the importance and significance of the Battle of Britain as a turning point in British History
- To understand the social and economic impact on Britain in WW2 (rationing, role of women, evacuation etc)
- To know the main uses of RAF Ringway during the war
- To compare RAF Ringway to Manchester Airport at present through the use secondary sources (photographs, video footage, archives)
- To understand how and why the airport has changed leading up to present day