** WE ARE EXPLORERS **

**Class:** Tigers Y5/6 **Teacher:** Miss Lewis **Term and Year:** Autumn 2025

**PRIMARY PROVOCATION**

*Encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually.*

**“YOU CAN’T WIN A WAR ANYMORE THAN YOU CAN WIN AN EARTHQUAKE”**

**(Jeanette Rankin- American Politician and Women’s Rights Advocate)**

In this topic children will have the opportunity to explore the provocation ‘You can’t win a war anymore than you can win an earthquake’ and unpick the ideologies behind WW2 and the impact of Natural Disasters. It will provoke a response that should illustrate key understanding of the impact of WW2 on Britain, natural disasters including floods, tsunamis, earthquakes and most recently wildfires in Hawaii and Tenerife (summer 2023). The children will learn about key historical figures including Winston Churchill and Adolf Hitler.

Pupils will have the opportunity to make links between Britain today and in the past, along with making cultural and geographical links between areas which have suffered as a result of natural disasters.

**Five Fantastic Facts**

At the end of this project, children will have the understanding and confidence to say:

I can identify and compare changes within and across different periods, I can give reasons why changes may have occurred, backed up by evidence, I can describe how locations around the world are changing and explain some of the reasons for change, I know why Hitler and Churchill is an influential person in British history, I know why Adolf Hitler is a person of interest.

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

 *sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

*recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In WE ARE EXPLORERS we are focusing on the following values.

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| **COMPASSION**  In critiquing the impact of World War 2 and a range of natural disasters, we will examine the primary and secondary consequences for all those affected. Activities will directly encourage children to fully engage with the emotional as well as physical dimensions (for example by re-enacting the Blitz, sharing Evacuees’ recounts, listening to people’s first-hand experiences of personal devastation caused by hurricanes, tornadoes, earthquakes). The intention is to deepen all children’s understanding and empathy about the full impact of adversity, disaster and conflict on everyday people’s lives. | **KOINONIA**  Our work will include a regular focus upon the concepts of cause/preventability, basic human rights and global responsibility using questions and shared thinking to deepen children’s understanding. This will  lead to a finale within which pupils not only showcase their understanding of the causes and consequences of WW2 / a range of natural disasters but also engage in social action to raise awareness about organisations such as the United Nations and the vital role they play in world-wide koinonia. |

**THE TRUNK OF TEACHING FOR LEARNING**

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| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| History Coverage  LO – What do you already know about WW2? What is your prior knowledge?  *Essential Vocabulary: Timeline, events, countries involved, allies*  LO – What were the root causes for the outbreak of war?  *Essential Vocabulary: Countries involved, allies, timeline, upset, mindset, turmoil, unrest*  LO – What was the great evacuation?  *Essential Vocabulary: Evacuation, evacuee, journey, host family*  LO – What was rationing?  *Essential Vocabulary: Ration, limitations, poverty, land workers, money, finance*  LO – What was the role of women in the war?  *Essential Vocabulary: Female, land army, support, families, strength*  LO – What was the Holocaust?  *Essential Vocabulary: Concentration camps, Jewish, Arian race, poverty,*  LO – What were the key events of WW2?  *Essential Vocabulary: Timeline, Prime Ministers, dictator, murder, devastation*  Geography Coverage  LO – What is the world like beneath our feet?  *Essential Vocabulary: Crust, mantle, outer core, inner core, humus, top soil, subsoil, bedrock*  LO – How are volcanoes formed and what is the impact of an eruption?  *Essential Vocabulary: Tectonic plates, magma chamber, eruption cloud, crater, conduit, Mount Vesuvius, Eyjafjallajökull*  LO – What is the story of Pompeii and Herculaneum?  *Essential Vocabulary: Mount Vesuvius, Italy, Bay of Naples, artefact, preservation, Pompeii, Herculaneum, active, dormant, extinct*  LO – How are earthquakes formed and what is the impact?  *Essential Vocabulary: Tectonic plates, seismograph, Mercalli scale, intensity*  LO – What is a tsunami (harbour wave)?  *Essential Vocabulary: Displacement, wave, affect*  LO – How do tornadoes form?  *Essential Vocabulary: Cumulonimbus, airflow, vortex, EF level*   * Children to develop conceptual understanding of disaster, devastation, adversity; causes and impact or consequences; prevention and responsibility; physical/natural in contrast to human processes and features; * Children to gain understanding of human and physical forces that interact to shape history and geography including World Wars and wild weathers/natural disasters (hurricane, tsunami, tornado, earthquake, volcanic explosion, flood, drought, lightning) * Children to understand, use and apply accurately key vocabulary: tectonic plates, earthquake, tsunami, volcano, magma, lightning, voltage; hurricane/ willie-willie-; bankrupt, crisis, scale, declaration, Axis, Allies, Churchill, Stalin, Hitler, Phoney War, Blitz, evacuation, rationing, billeting officer, D Day, VE Day, nuclear bombings, aftermath, scale, United Nations, aftermath, Aid agencies) * Children to know when chronologically WW2 happened; identify its causes; know why it is called a World War and identify Axis and Allies countries; name key leaders; know what the Blitz/protection methods, Evacuation and Rationing were and explain their impact; sequence key events during the War; know how the war impacted upon men and women’s roles; know about the treatment of Jewish people; know how the war ended including the bombings in Japan and the setting up of the United Nations * Children to identify and explain the key defining features of earthquakes, tsunamis, hurricanes, lightning strikes, tropical storms and volcanic eruptions * Children to know about tectonic plates/climate/latitude/longitude and their role in generating wild weathers * Children to recognise, interpret and use primary and secondary sources and resources * Children to compare, contrast, analyse and categorise the impact and consequences of WW2 and a range of wild weathers in terms of primary and secondary impact * Children to consider and debate the relative advantages and drawbacks of such quantitative scales * Children to engage emotionally and formed reasoned responses to both the impact of disasters and WW2 and to key events including evacuation, rationing, nuclear bombing, Ann Frank, decisions made not to warn locals about impending natural disasters * Children to select, refine and showcase pieces of work which best depict the impact of WW2 and chosen wild weathers * Children to research, create and present a thought-provoking presentation for a public audience ( governors plus) about the importance of the UN and Aid agencies | * Clarifying and facilitating shared exploration of the overall purpose and specific learning in hand and how it connects to previous learning * Asking a large number of questions; sharing knowledge; checking for shared understanding and re-checking the responses of all students (if someone did not know, revisit); asking students to explain key concepts and values; provide feedback; scaffolding by modelling questions and thoughts and asking for shared refinements in explanations * Presenting new material teaching material in small logical steps and being precise about knowledge goals – clear shared expectations * Rigorously sharing knowledge /instructional teaching in highly interactive ways backed up by discussion, role-play, re-enactment artwork, questioning and activities to ensure fluency * Revisiting and re-activating learning continually to ensure fluency in essential knowledge and vocabulary, thereby enabling pupils to progress to blossom (analysis) and flourish (creative synthesis). * Asking children to rephrase, summarise and elaborate their understanding * Using classroom organisation and groupings fluidly to support learning for all * Asking children to explain what they have learnt and using questions to enlist full explanations and add extra finesse and wider links within answers * Identifying subject specific / challenging vocabulary and offering regular opportunities for children to refine their understanding and accurate use * Providing exemplars, models, templates and scaffolds to guide students’ developmental practice * Using classroom organisation and groupings fluidly to best support learning including using pupils as peer coaches * Encouraging children to explore primary and secondary sources and resources, raise questions and present then refine ideas through questioning, narration of thought processes and debate * Deliberately focusing upon the emotional as well as physical consequences of adversity – evacuation, natural disaster, hunger/homelessness to promote deeper understanding and empathy/ compassion/ koinonia | * Actively listening * Being prepared, organised and committed * Recalling and re-activating learning by rephrasing, summarising, creating knowledge maps * Engaging collaboratively in shared discussion and debate as a whole class and in smaller groupings * Sharing ideas and posing questions * Using scaffolds, templates and exemplars * Sharing understanding and definitions of vocabulary and using and applying vocabulary accurately * Using a range of primary and secondary historical and geographical sources and resources * Exploring and unpicking concepts and questions * Giving, receiving and acting upon feedback to improve and refine work and ideas * Generating ideas and exploring possibilities * Using technology to research and record ideas/learning * Actively participating in teamwork, role-play, drama, hot seating, artwork to enhance their understanding * Challenging the opinions of others in appropriately respectful ways * Communicating learning in relevant ways to high standards * Devising comparative approaches and scales to quantify disasters and comparing the relative merits and drawbacks of these approaches * revising their ideas and deepening their understanding in light of cumulative learning and challenging ideas * Creating and delivering presentations on UN and other Aid agencies to raise public-awareness * Developing and demonstrating koinonia, empathy and compassion |

**GROWING**

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| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| * Know key information about major events in the war and a chosen range of natural disasters (essentials of when and why there was a war, key facts about the Blitz, Evacuation, Rationing and how the war ended; essential defining features of two chosen wild weathers) * Explain and use technical vocabulary with increasing accuracy and fluency * Understand the emotional as well as physical consequences (– for example be able to explain why being an evacuee might have been scary) * Depict learning in a variety of relevant ways to high standards and be prepared to act on feedback to improve * Recognise, use and begin to analyse primary and secondary historical and geographical sources and resources with support and scaffolding * Make simple comparisons between a limited range of disasters and WW2 and explain their criteria * With scaffolding, research and present information about an aid agency engaged with disaster prevention and relief | * Offering very precise knowledge goals for each facet of the learning and asking questions to ensure children have understood these goals * Presenting and revisiting new material in small steps with opportunities for student rehearsal, questioning and rephrasing after each step * Addressing misconceptions * Offering models and scaffolds to break more complex learning (diverse key facts, different perspectives comparisons, multi-structural causes and effects) into manageable stages * Re-teaching as required * Giving exemplars, worked examples and physical representations of completed tasks * Asking questions, thinking aloud and modelling thought processes and steps (I wander…) to enable children to sequence, summarise, recall and explain key knowledge and vocabulary * Giving detailed instructional support (for example when using atlases and maps, researching and interpreting primary and secondary sources). Narrating the steps and decisions * Asking the pupils to explain what they have just learnt and the thought-processes or steps behind this * Addressing and improving short, partially formed or partially incorrect answers | * Explaining their understanding at regular intervals to a partner and/or the teacher * Acting upon prompts, feedback and models to refine that understanding and address misconceptions * Recalling and re-activating knowledge in a variety of different ways including verbal rephrasing, summarising, knowledge maps, use of post-its, notes to secure overlearning and enable fluency and better lay the foundations for problem-solving * Beginning to compare, contrast and categorise information with scaffolds and support from the teacher and/or a peer * Using models, scaffolds and worked examples to develop secure knowledge and understanding * Using, defining and re-defining key vocabulary with increasing fluency and accuracy * Creating ‘quiz’ questions based on their knowledge and understanding for peers to answer |

**BLOSSOMING**

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| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| * Use and apply their essential knowledge of wild weathers/natural disasters to raise questions, pose problems compare/contrast and attempt to quantify impact * Explore, analyse and evaluate events from different perspectives (e.g. causes of world war 2;) * Analyse and examine methodically and in detail events – their causes and consequences * Begin to Hypothesis and formulate arguments – for example, why some areas were bombed, why children were evacuated to the countryside. whether women benefited in any ways from the war) * Progressively make and strengthen connections and links within their learning – ( for example, compare the human and physical impact of a range of disasters, use understanding of tectonic plates to example why some areas are prone to disasters) * Interpret and use primary and secondary sources to raise questions, share ideas and research answers * Use templates, exemplars and feedback to proactively add depth and quality to their learning and the quality of work produced * Demonstrate application of understanding in activities used as enhancements such as artwork, drama , hot-seating, re-enactment and research * Refining their essential insights and knowledge as new learning/ideas are encountered * In pairs, independently research and create a thought -provoking presentation into the need for and actions of the Un or similar Aid Agency | * Sharing the overall purpose and specific learning throughout * Ask children to rephrase, summarise and elaborate upon their learning – especially in light of further learning * Asking questions and modelling thought processes to support this process * Providing modelling, exemplars and models to support children’s independent thought process and learning * Accessing compatible working groups and peer support to promote learning * Giving specific feedback to guide improvements * Addressing misconceptions or partial exploration and analysis * Providing high quality instruction, learning materials and elaboration activities to enable children to consolidate and extend their learning * Asking pupils to postulate ideas, hypotheses and questions * Providing opportunities to extend learning though drama, art and debate * Providing primary and secondary sources and resources for children to begin to interpret, analyse and evaluate. Offering inputs to extend their thinking and postulate further lines of enquiry * Deliberately focusing upon the emotional as well as physical consequences of adversity – evacuation, natural disaster, hunger/homelessness to promote deeper understanding and empathy/ compassion/ koinonia * Promoting debate and modelling/reinforcing appropriate challenge | * Actively listening and asking questions throughout * Reactivating, rephrasing and summarising prior learning in order to cumulatively elaborate, refine and add depth to knowledge and understanding; and, adapt ideas in light of further knowledge and understanding * Using and applying knowledge and vocabulary accurately * Analysing and examining events, causes and effects in detail (all wild weathers, role of women in WW2) * Exploring issues, events and disasters from different perspectives (causes of the war) * Making and expanding upon links and connections within their learning * Using templates and exemplars to assist with problem-solving, analysis and recording of learning * Using technology confidently and effectively * Actively participating in teamwork, role-play, drama, hot seating and artwork to enhance their learning * Persevering, acting on feedback to improve and refine understanding and work * Using and interpreting primary and secondary sources and resources in pairs or small groups to raise questions and endeavour to answer them (ration books, atlases and maps, propaganda posters) * Evaluating the impact of disasters and war and constructing basic comparisons, contrasts and categories * Responding emotionally as well as intellectually to the human impact (of WW2 and lack of action from political leaders in developing countries, Nagasaki and Hiroshima) * Experimenting with scales for quantifying disasters and exploring their relative merits and shortfalls * Usually working in small groups and with support from the teacher to guide as required * Taking responsibility for directing their own lines of enquiry and research whilst acting upon feedback and accessing support as required. (Specific natural disasters, Aid organisations, research and quality work produced) |

**FLOURISHING**

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| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| * Children to use a range of primary and secondary sources and resources to enable evaluation, analysis and generalisations/ hypotheses to be made and explored * Children to creatively compare, contrast, analyse, categorise and generalise about the impact and consequences of WW2 and a range of wild weathers in terms of primary and secondary impact offering new synthesise of ideas and justifying choices and decisions * Children to critically and systematically consider and debate the relative advantages and drawbacks of such quantitative scales and offer informed conclusions about the extent to which catastrophes can be scaled * Children to engage emotionally and present reasoned responses to both the impact of disasters and WW2 and to key events including evacuation, rationing, nuclear bombing, Ann Frank, decisions made not to warn locals about impending natural disasters, considering whether there were any benefits arising as outcomes * Children to independently select, refine and showcase pieces of work which best depict the impact of WW2 and chosen wild weathers * Children to research, create and present a thought-provoking presentation for a public audience (governors plus) about the importance of the UN and Aid agencies | * Clearly sharing the purpose and focus of each learning challenge and asking the children to share their understanding of the problem that they have been presented with * Asking questions, modelling thought processes to deepen children’s lines of enquiry and exploration and address omissions/misconceptions * Allowing children to work independently * Providing exemplars and models to underpin critical enquiry * Encouraging self-assessment and suggested self-improvements * Challenging thinking and rationales through effective questioning, debate | * Asking questions to extend their thinking * Generating ideas and exploring possibilities * Identifying omissions in their learning and independently sourcing missing information to deepen their understanding * Trying out alternatives and adapting and developing ideas * Using models, scaffolds and exemplars to enable working independently from the teacher * Sharing insights, justifying and reasoning * Making inventive links within their learning and hypothesising * Acting on feedback to continuously refine and improve * Acting as peer coaches, demonstrating and modelling |

** WE ARE EXPLORERS **

**Class:** Tigers Y5/6 **Teacher:** Mrs Gardiner **Term and Year:** Autumn 2023

**FINAL FLOURISH**

As a Final Flourish, the pupils will hold an awareness-raising exhibition within which they showcase their best high-quality work depicting their understanding of the physical and human causes and consequences of World War 2 and chosen natural disasters. As an integral facet, the pupils will have worked independently in groups to research, and then actively present thought-provoking information about the vital roles of organisations such as the United Nations or other similar Aid organisation.

To aid understanding further, children will have the opportunity to consolidate their learning with a full day, immersive workshop led by Historic Workshops UK. Parents will be invited to share in this assembly as a Final Flourish.