

Health and Wellbeing

I can...

- get to know my Buddy and support them across the school. (P7)
- try WWII ration recipes
- reflect on what this was like compared to today.
- take part in a classroom ration shop
- use skills linked to our class economy.
- reflect on how rationing and daily life during the war affected families.
- work cooperatively in groups to share learning,
- build my teamwork and confidence.
- discuss issues of fairness, conflict and peace in age-appropriate ways
- link what I learn about WWII to my own life.
- use primary and secondary sources (like photos, posters and diaries) to understand how people lived in the past.
- describe how daily life in Scotland has changed since WWII.

P.E

- develop my skills, teamwork and co-ordination in Handball and Netball.

Numeracy/Maths

I can...

- order large numbers (up to nine digits).
- compare large numbers (up to nine digits).
- add large numbers using place value knowledge.
- subtract large numbers using place value knowledge.
- recognise the larger and smaller numbers in sets and use the symbols < and >.
- find numbers 'halfway between' large multiples.
- place events from 1939-1945 in the correct order on a timeline.
- identify Allies and Axis countries on a world map.
- use data handling to compare wartime rationing amounts with modern nutrition.
- apply numeracy skills in practical contexts such as ration shop activities and recipe measurements.
- use money in real-life contexts through our classroom economy.
- calculate costs when buying items.
- calculate change when selling or paying for items.
- budget wages earned in our classroom economy.
- make choices about spending and saving.

Literacy and Language

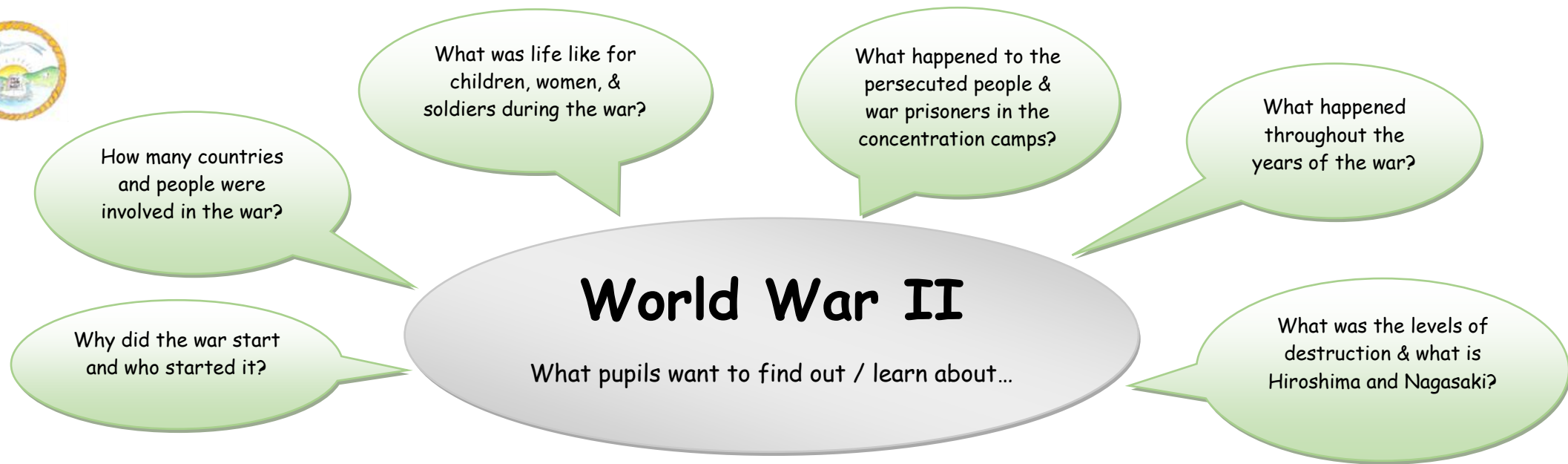
I can...

- read in guided reading sessions with my teacher, as a group and independently during daily ERIC sessions.
- engage well with our class novels. (Once & Then by Morris Gleitzman)
- complete grammar and comprehension activities.
- independently use a dictionary and thesaurus.
- learn/revise spelling patterns and complete a weekly spelling test.
- take pride in my presentation and try hard to improve my handwriting.
- research and organise information
- prepare and present a personal WWII project using posters, models and a PowerPoint.
- select the most relevant information
- put information into my own words.
- use subject-specific vocabulary in my writing
- explain words like Allies, Axis, rationing, refugees
- write a reflective diary entry imagining life as a child in WWII.
- create information posters about rationing and wartime life.
- write recounts of major WWII events.
- create my script for presenting my findings to my group
- work with others to present learning and take part in peer assessment.

Primary 6/7 (Term 1)

World War II

**WORLD
WAR II**



Term 4 High Quality Assessment:

Pupils will learn about World War II by exploring its causes, key events, and the impact on people's daily lives. They will research using primary and secondary sources, create learning logs in the form of PowerPoints, and share their knowledge through posters, models, and group presentations. Pupils will also take part in hands-on activities such as cooking ration recipes, setting up and running a classroom ration shop, and exploring and creating world maps of the Allies, Axis countries, and key battles.

Health & Wellbeing Social Studies	Numeracy	Literacy
<ul style="list-style-type: none"> • Take part in practical cooking tasks using WWII ration recipes. • Experience a classroom ration shop linked to the class economy, encouraging budgeting and decision-making. • Reflect on how rationing and daily life during the war affected families, linking to discussions about resilience and fairness. • Work in groups to share learning, developing teamwork, confidence, and communication skills. • Investigate the causes of WWII and sequence key events (1939-1945). • Explore the lives of children, families, and refugees during wartime, including the Holocaust. • Compare daily life in Scotland then and now, including Shetland's role in the war. • Use primary and secondary sources such as photos, posters, and diary extracts. • Reflect on beliefs and values (fairness, conflict, peace) and connect them to past and present contexts. 	<ul style="list-style-type: none"> • Place events of WWII on a timeline to develop chronological awareness. • Create and interpret maps showing Allies and Axis powers. • Use data handling skills to compare wartime and modern life (e.g. ration amounts vs recommended nutrition today). • Continue to develop place value, addition, subtraction, and number ordering and comparison through structured numeracy tasks. • Apply these numeracy skills in meaningful contexts such as managing a classroom ration shop and measuring ingredients for wartime recipes. 	<ul style="list-style-type: none"> • Read and engage with WWII group novels such as <i>The Silver Sword</i>, <i>When Hitler Stole Pink Rabbit</i>, <i>Wave Me Goodbye</i> and <i>The Machine Gunners</i>. • Take part in guided and independent reading, developing comprehension skills. • Write reflective diary entries imagining life as a child in WWII. • Create posters, timelines, and learning logs (PowerPoints) using subject-specific vocabulary. • Write persuasive and informative texts (e.g. posters, recounts of events, diary entries). • Present learning to peers through models, posters, and group projects, • Take part in peer assessment.