

## Perranporth School REAL Projects Curriculum KS2

	Autumn	Spring	Summer
2018/19	<p>World War 2</p> <p><b>What was life like in World War 2?</b></p>	<p>Natural Disasters</p> <p>How have natural disasters changed the world?</p> <p>*Cornwall Week</p>	<p>Take one Picture</p> <p>What can we learn from this picture? Banksy—Bristol Primary School piece</p>
2019/20	<p>Tudors</p> <p><b>Were the Tudors truly terrible?</b></p>	<p>Rainforest/Chocolate</p> <p><b>How do you get chocolate from a rainforest?</b></p>	<p>Greece/Olympics</p> <p><b>Would you survive as a gladiator?</b></p>
2020/21	<p>Invade and Settle</p> <p><b>Where can we conquer next?</b></p>	<p>Water</p> <p><b>What's a world without water?</b></p>	<p>Space</p> <p><b>Why leave Earth?</b></p>
2021/22	<p>Victorians</p> <p><b>How vile were the Victorians?</b></p>	<p>India</p> <p><b>What makes India special?</b></p>	<p>World Cup</p> <p><b>Is the World Cup for everyone?</b></p>

## What was life like in World War 2?

### English

- ◆ CLASS NOVEL, FRIEND OR FOE.
- ◆ Diary entries (link to Ann Frank)
- ◆ Evacuee Letters
- ◆ Debates/Balanced Argument
- ◆ Newspapers
- ◆ Narrative

### Evacuee opening day

- ◆ Flambards visit to Blitz experience
- ◆ Parent Presentation of learning

### Art, Design and Music

- Identifying mood, purpose and instruments within WWII music
- Singing in groups - Hey Mr Miller

### Science

- ◆ Electricity
- ◆ Sound

### Languages

- All about me
- My classroom

### History/Geography

- ◆ Where did WWII occur? European and world map—then and now comparison.
- ◆ When did it start/end? What were the key events and dates?
- ◆ Rationing propaganda

### Computing

- ◆ Scratch programming
- ◆ WWII Research

### PSHE/SEAL and RE

- ◆ New beginnings/Getting on and falling out
- ◆ Christianity
- 1. How Christians seek to live their lives as imitations of Jesus
- 2. How Christians celebrate significant life events

## Why is the Earth so angry?

### English

- ◆ News reports/newspaper articles on natural disasters
- ◆ Persuasive writing to sell a product
- ◆ Should people live near active volcanoes– balanced argument.
- ◆ Non-chronological report on how to prepare and survive a natural disaster.
- ◆ Poetry - describing a natural disaster through imagery.
- ◆ Narrative.

Shelter box to attend opening.

Fundraising for Shelter Box.

Link to Boscastle and Coverack Schools.

(St Piran's Day Celebration)

### Art, Design and Music

Disaster collage

Jackson Pollock

Tsunami music—Create music to accompany a moving natural disaster.

### Science

- ◆ States of Matter

### Languages

- The weather
- Clothes

### History/Geography

Locate and plot natural disasters and make links

Plate tectonics

Making and simulating a volcano

### Computing

- ◆ Warning poster design
- ◆

### PSHE/SEAL and RE

- ◆ Getting on and falling out.
- ◆ Changes and new beginnings

## What can we learn from this picture? (Banksy—Bristol Primary School)

### English

- ◆ Balanced argument - Is graffiti art?
- ◆ Poetry linked to Banksy imagery.
- ◆ Narrative linked to Banksy art.
- ◆ Non-chronological report—what is graffiti?

### Graffiti opening and closing

#### Graffiti T-shirt Sale

Canvas graffiti art for Perran Bay

Graphic novels as class reader.

### Art, Design and Music

Is Graffiti art?

Stencilling

Imagery

### Science

- ◆ Living things and habitats
- ◆ Animals, including humans

### Languages

- Habitats
- Do you have a pet?

### History/Geography

- ◆ Research into other graffiti artists and its origins.
- ◆ How does Banksy compare to other famous artists?
- ◆ Pop Art

### Computing

- ◆ Computer art - creating your own tag and developing into multiple images—can yours be picked out?

### PSHE/SEAL and RE

- ◆ Changes
- ◆ SRE Week