



1st Spring 2026 Year 4 Topic: Battle of Britain

By the end of this unit children will know...

- Understand why WWII started and identify countries involved and Britain's position.
- What life was like during World War Two, with particular focus on the Battle of Britain.
- Describe and understand rationing during the war, explain why there were limits on food.
- Understand the importance of the RAF and pilots.
- Explore how radar and aircraft technology helped Britain.
- Know and understand countries and leaders important to World War 2.
- How British spirit helped during the war and how the battle was a turning point.



Intent	Implementation	Impact	Celebrate
<p>To develop chronological knowledge of the second world war and where the Battle of Britain lies within this timeline.</p> <p>Study the most influential moments of the Battle of Britain and how this changed the course of the war.</p> <p>Links with previous learning of Europe</p>	<p>Look at each event separately and build up a bigger picture.</p> <p>Look at a timeline of events from just before to just after the Battle of Britain.</p> <p>Luftwaffe and RAF comparisons.</p> <p>Create a map of Europe showing who was involved and the German travel route.</p>	<p>Have a clear understanding of WW2 before, during and after the Battle of Britain.</p> <p>How the battle impacted Britain.</p> <p>Have a clear understanding of countries involved with WW2 and where they are in relation to Britain.</p>	<p>Weekly updates on school website</p> <p>Class assembly</p> <p>Celebration afternoon – To share learning from this term and complete linked activities</p>

Core Subjects: Links to theme
English
<p>Newspaper report Learn the key features and structure of a newspaper report. Children will write a newspaper report detailing the events of the Battle of Britain.</p>
Mathematics
<p>Multiplication tables Learn and recall the multiplication and division facts of the 11- and 12-times tables. Written methods of addition and subtraction Use column addition with regrouping two add two 4-digit numbers. Use column subtraction with exchanging to subtract two 4-digit numbers.</p>
Science
<p>Digestion and eating Identify and classify omnivores, carnivores and herbivores. Construct and interpret a variety of food chains. Identify types of human teeth and their functions. Investigate and describe the basic functions of the digestive system.</p>
Computing
<p>Photo editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p>

Battle of Britain: Year 4: Knowledge Content		
Personal Development	Foundation Subjects	
Spiritual	History and Geography	
<p>How important is it for Jewish people to do what God tells them? What worries would Jewish people have felt?</p>	<p>History Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day. Children will think carefully about how the Battle of Britain shaped their country and how this influenced the remainder of WW2. Children will be introduced to abstract terms as 'empire, civilisation, propaganda, parliament.' Explore ration books and find out more about why there were rations on food.</p>	<p>Geography Using knowledge of previous term, children will map European countries and their relation to the United Kingdom.</p>
Moral	Art & Design and Design Technology	
<p>How would you have felt to live during the war? The role of the community.</p>	<p>Art Create a piece of WW2 propaganda inspired by posters from the time. Replicate some of the techniques used by notable artists and designers.</p>	<p>Design Technology Food technology: Make recipes</p>
Social	Music and Languages	
<p>Work collaboratively. Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>To create a piece of warrior music. To build confidence in recorder playing and composing music</p>	<p>German Telling the time Lunchtime at school In the cafe</p>
Cultural	Physical Education	
<p>How did people have to adapt their lives during the war, i.e. living away, rationing, and jobs?</p>	<p>Swimming Float confidently. Swim 25m unaided.</p>	

Core Subjects:
English
<p>Newspaper Report Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.</p>
Mathematics
<p>Recall multiplication facts to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Add & subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate.</p>
Science
<p>I can classify a wide variety of animals to show whether they are herbivores, carnivores or omnivores. I can present information about how to keep teeth healthy. I can draw a diagram to show what I think the digestive system looks like and how it works. I can ask a variety of questions about the digestive system and use different sources to find out the answers. I can label a diagram of the digestive system and describe how it works. I can plan and carry out an experiment (making sure it is a fair test) to explore how acid affects the food in our stomachs.</p>
Computing
<p>Use search technologies effectively. 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, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

Battle of Britain Year 4: Links to National Curriculum Framework Skills	
Foundation Subjects	
History and Geography	
<p>History Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate e.g. Chronology, era. Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Geography Name and locate countries and cities of the UK and Europe, including geographical regions and their human and physical characteristics.</p>
Art & Design and Design Technology	
<p>Art & Design Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Use different harnesses of pencils to show line, tone and texture. Sketch lightly. Use shading to show light and shadow. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Experiment with creating mood and colour. Select and arrange materials for a striking effect. Use layers of two or more colours.</p>	<p>D&T Prepare ingredients hygienically using appropriate utensils. Follow a recipe. Assemble or cook ingredients. Design with purpose by identifying opportunities to design. Refine work and techniques as work progresses, continually evaluating the product design. Improve upon existing designs, giving reasons for choices.</p>
Music and Languages	
<p>Music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>German understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p>
Physical Education	
<p>Can confidently rotate horizontally. Can tread water Can float confidently Can identify and apply water safety skills. Can swim front crawl and back stroke efficiently with arms over the water. Breaststroke is becoming more efficient. Beginning to develop butterfly undulation Is starting to apply self-rescue techniques</p>	

Core Subjects:
English
<p>Assessed writing of a newspaper article to recount the events of the Battle of Britain.</p> <p>Children will read and discuss 'Blitz' by Robert Westall.</p>
Mathematics
<p>I can build the 11- and 12-times tables.</p> <p>I can recall and use the multiplication and division facts of the 11- and 12-times tables.</p> <p>I can add two 4-digit numbers with no regrouping.</p> <p>I can add two 4-digit numbers using the column method where regrouping is required.</p> <p>I can use column addition for two 3 -digit numbers where the sum exceeds 1000.</p> <p>I can use columnar addition to add 4-digit numbers to 2 and 3-digit numbers where regrouping is required.</p> <p>I can subtract a 4-digit number from a 4-digit number, no exchanging.</p> <p>I can subtract 4-digit numbers where exchanging is required.</p> <p>I can use columnar subtraction to subtract 2 and 3-digit numbers from a 4-digit number where exchanging is required.</p>
Science
<p>I can classify a wide variety of animals to show whether they are herbivores, carnivores or omnivores.</p> <p>I can present information about how to keep teeth healthy.</p> <p>I can draw a diagram to show what I think the digestive system looks like and how it works.</p> <p>I can label a diagram of the digestive system and describe how it works.</p> <p>I can plan and carry out an experiment (making sure it is a fair test) to explore how acid affects the food in our stomachs.</p>
Computing
<p>Use search technologies effectively. 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, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

Battle of Britain Year 4: Core Skills/Assessment Opportunities
Foundation Subjects
History and Geography
<p>History To sequence key events in the Battle of Britain on a timeline. To compare their lives to the lives of people living during World War 2.</p> <p>Geography To use maps to locate countries and cities in the UK and Europe that were significant to the Battle of Britain.</p>
Art & Design and Design Technology
<p>Art Replicate some of the techniques used by notable artists and designers. Create original pieces that are influenced by studies of others. Describe the differences and similarities between the designs and materials used by different sculptors.</p> <p>Design Technology To design make and evaluate meals.</p>
Music and Languages
<p>Music To create and sing a piece of warrior music with accurate pitch. To build confidence in recorder playing and composing music</p> <p>Languages Use correct German for: Telling the time Lunchtime at school In the cafe</p>
Physical Education
<p>Can swim at least 25m unaided and confidently Achieves Swimming Award 5</p>

English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Newspaper Report</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why</p> <p>Information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived...</p> <p>Use embedded/relative clauses</p> <p>e.g. Mrs Holt, who was very angry...</p> <p>The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed that...</p> <p>She claimed that..</p> <p>He continued by informing us that...</p> <p>Police were...</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is. Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Mathematics

Number	Calculation	Fractions	Shape & Measure	Data
<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p>	<p>Recall multiplication facts to 12 x 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Reasoning questions</p>			