

World War 2 A Cross Curricular plan for KS 2 Showing Values links

VALUES

As a result of reading/ writing, researching, experiencing and listening to recounts the following VALUES can be linked:

COURAGE - explore the **courage** they needed, during the time of WW2 to make choices and carry out decisions

RESPONSIBILITY – parents to children, politicians to public, host families to children sent to them, soldiers to their country, people in general to each other.

COMPASSION – shown to evacuees, parents, soldiers, Jewish community.

SERVICE - people served their country, not just as soldiers but also by providing food, support etc.

TRUST – public put their trust in politicians, soldiers, host families.

FRIENDSHIP - new friendships were formed as a result of events, situation etc.

PERSERVERENCE - people persevered with their new situation in order to learn new skills.

JUSTICE - how justice was done.

CREATIVITY - people had to be creative due to rationing.

HUMILITY - consider the humility suffered during the war – by Jewish community for example.

HOPE - for war to end – to be reunited as families

PEACE - an end to the fighting

English

Reading–

Fiction - Suggest 'Good night Mr Tom' by: Michelle Magorian (En2 P.o.S. 1-4)

Non-fiction books (wide range available) perhaps Anne Franks diary for Y6 (P.O.S.. En2 5a-e)

Poetry – (P.o.S.En 4f)

Plan & write:

Letters/posters/poetry/postcards as families of/ and as evacuees, host families etc.

Narrative writing- concentrate writing as mother of Tom - life in the city without him

Poetry- based on War time experiences- Children/soldiers/ land girls /politicians. (P.o.S.: En3 1a-e, 2a-f,)

Punctuation of work (P.o.S. 3)

Spelling Morphology/include words related to WW2 (P.o.S. 4)

Handwriting and presentation of finished work (P.o.S. 5a,b)

Standard English & language structure of texts read and use of in own work (P.o.S. 6&7)

Speaking & Listening

Children listen to information/views of others - from film, visitors, and peers. (P.o.S.2a to e)

Set up group discussion – one group for evacuees, one group against them moving into village (P.o.S. 3a to f)

Drama (ALSO OPPORTUNITY TO WATCH TV VERSION AND COMPARE TO BOOK)

Use knowledge they've gained on WW2 to create, adapt and sustain different roles, individually and in groups to convey story, themes, emotions, ideas in plays they devise and script (P.o.S. 4a,b)

Provide opportunity to use dramatic techniques to explore characters and issues/emotions/feelings [for example hot seating] (P.o.S. 4c)

Breadth of Study (P.o.S. opportunities for 9a to d, 11-12)

To include range of forms of writing should include narratives, poems, play scripts, reports, explanations, opinions, instructions, reviews, commentaries. Children to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

Mathematics

Ration books and allowances. -

Measure out quantities of food allowed (P.o.S. 4a)

Conversions of change of measure since WW2 i.e. miles to Kilometres, pounds, ounces, to kilograms, grams (P.o.S Ma 3. -4a,b)

Calculate distances travelled by evacuees, soldiers.

Using dates on time line calculate length of war (P.o.S. Ma 2- 3a)

Art/D&T*

Design and make air raid shelters.*

Children learn to **knit/sew** using recycled materials.*

Study famous war paintings others then paint own War time picture

Pick (if Poss) blackberries apples – and **cook** jam – **so preserving fruit***

Use sketch books to draw artefacts perhaps during visit.

(P.o.S 1a,b,c 2a,b,c 4a,b,c 5d)

ICT

Research using internet.

Spread sheets- rations

Presentation of work: Word processing, ppt presentations,

Publisher – posters

(P.o.S. 1a,b,c)

Science

Consider impact of rationing on diet and any health. issues this may cause: discuss Vitamins, collection of Rose hips during War time. (P.o.S SC2 – 2b)

History

Using time line Children sequence events before during and after WW2 (P.o.S. 1a)

Look at events in a variety of ways political, social, cultural, Religious ways i.e. treatment of Jews (P.o.S 2b)

CH'd identify and describe reasons for, and results of, historical events, situations, and changes that occurred during WW2 (P.o.S. 2c) to children, adults, environments .

Historical Interpretation & Enquiry ensure that ch'd are aware of how to research. Books, DVD, artefacts.

Develop understanding that History is very often someone's interpretation of the past - although it is still possible with WW2 study to ask someone to share their own experiences of this time which is a primary source (P.o.S. 4a,b)

Breadth of Study (P.o.S. 11a)

Britain since 1930 - A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.

RE

Link **Value** to passage/ story /example from Bible i.e. **COURAGE** When we **encourage** others we are helping them to find **COURAGE**. One of the most often repeated commands of God in the Bible is 'don't be afraid'. It is said that it comes at least 365 times - once for every day of the year! Also ask children to consider how the church helps/supports us on our **life's journey**.

PSHE

Responsibilities as a citizen to play an active role.

Special objects- fill a suitcase with objects which may have meaning to a child going away- consider reasons why they might take these things.

Link to emotions /feelings (**STRONG LINK TO ALL VALUES HERE**)

(P.o.S 1a,b,c, 2 a to k)

Music

Listen to & sing Traditional War songs, consider emotions feelings related to these songs.

Compose music and write own songs based on evidence about the War Years – then rehearse and **perform** them to others. (P.o.S.1a,b,c 3a,c)

Geography

Use map reading skills to **locate countries** involved- movement of troops/fighting.

Consider landscape using aerial photos

(P.o.S 2a,b,c,d 3a,b,c)

P.o.S. 1a 2c