

## English

**Reading**  
**Fiction** - Good night Mr Tom by: Michelle Magorian (En2 P.o.S. 1-4)  
 Ch'd write Character profiles for Mr Tom, William, link to **VALUES** portrayed by their personality i.e. Mr Tom shows **Compassion/kindness** to William, he builds up a **trusting relationship with him**  
**Non-fiction books** (wide range available)  
 Anne Franks diary for year 5/6 <http://www.annefrank.com/who-is-anne-frank/diary-excerpts/>  
 Links to **Courage, Hope, Perseverance** (P.O.S. En2 5a-e)  
 Quotes from famous people i.e. Churchill –  
 For example “*I would say to the House, as I said to those who have joined this government: I have nothing to offer but blood, toil, tears and sweat.*” Winston Churchill – 13 May 1940, three days after becoming Prime Minister.  
 “*Never in the field of human conflict, has so much, been owed by so many, to so few!*” Winston Churchill – September 1940  
 Follow link to see more info quotes: <http://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=uk&id=1944>  
**Biographies** Research write - Winston Churchill /Anne frank / Adolf Hitler–use link above  
 Consider personalities and how their characters link to **VALUES**  
**Poetry** Based on Wartime experiences- Children/soldiers/ land girls /politicians.( P.o.S.: En3 1a-e, 2a-f,)  
 (P.o.S.En 4f) Children read Poetry written during and after the war and ask children to consider which **VALUES** they can link to the words, Example below:  
**I went to see the soldiers**  
 I went to see the soldiers, row on row on row,  
 And wondered about each so still, their badges all on show.  
**What brought them here, what life before**  
 Was like for each of them?  
 What made them angry, laugh, or cry,  
 These soldiers, boys and men.  
 Some so young, some older still, **a bond more close than brothers**  
 These men have earned and **shared a love, that's not like any others**  
 They trained as one, they fought as one  
 They shared their last together  
 That bond endures, that love is true  
 And will be, now and ever.  
 I could not know, how could I guess, **what choices each had made,**  
 Of how they came to soldiering, what part each one had played?  
 But here they are and here they'll stay,  
 Each one silent and in place,  
 Their headstones line up row on row  
 They guard this hallowed place. Kenny Martin  
 They could then write own poem and include **VALUES**.  
 Look at WW2 posters- consider meaning – link to **VALUES** i.e. large selection here:  
<http://www.google.co.uk/search?q=ww2+posters+uk&hl=en&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=HPH7UOD8GYGm0AWQ0IDQBQ&ved=0CDIQsAQ&biw=1280&bih=639>  
**Plan Write:** Letter /**postcards** as families of/ as evacuees, host families etc. Encourage children to think in terms of **VALUES**- which of them would they need to communicate in their writing i.e. William may write to his mum about the new **Friendships – discuss what friendship offers** and how this is helping him to **persevere with the situation Why does this make him want to persevere** with his new situation.  
**Narrative writing** - children write as William’s mum  
**Punctuation** of work (P.o.S. 3)  
**Spelling** Morphology/include words related to WW2 and **VALUES** (P.o.S. 4) in spelling lists.  
**Handwriting and presentation** of finished work (P.o.S. 5a,b)  
**Standard English & language structure** used by people associated with WW2, 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) Encourage children to choose vocabulary carefully to Link to **VALUES-RESPONSIBILITY, COMPASSION, SERVICE**, in their discussion.  
**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) Again encourage children to include actions, facial expressions to show **COMPASSION, FRIENDSHIP** and any other **VALUES**  
**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 imagine and explore feelings and ideas, focusing on creative use of language.

## 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 and ounces, to kilograms and 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)

## 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- events, which led to WW2 happening – the **HUMILITY, INJUSTICE** being suffered by people  
**Social changes** to everyday life for men/women children **GOOD VALUES LINKS –SERVICE, RESPONSIBILITY, TRUST, CREATIVITY**. Cultural- Religion i.e. treatment of Jews Anne Frank’s diary  
<http://www.woodlandsjunior.kent.sch.uk/homework/war/annefrank.html>  
 The Home front – lots of excellent resources: <http://www.nationalarchives.gov.uk/education/homefront/>  
 Video clips useful for promoting thought/ discussion linked to **VALUES** (P.o.S. 2b)  
 Consider Evacuation and how it would feel to be put on a train to live in the country, the **COURAGE** it took to do so – useful links [http://www.bbc.co.uk/schools/primaryhistory/world\\_war2/](http://www.bbc.co.uk/schools/primaryhistory/world_war2/)  
**Children identify and describe reasons** for, and results of, historical events, situations, and changes that occurred during WW2 (P.o.S. 2c) to children, adults, and environments  
**Historical Interpretation & Enquiry** ensure that children 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.  
<http://www.open.edu/openlearn/whats-on/tv/order-your-free-wartime-farm-booklet> Excellent booklet available from BBC series War Time farm

### World War 2 A Cross Curricular plan for KS 2 Showing Values links October 2012

## VALUES

(links colour coded as below)

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 ch’d sent to them, Soldiers to their country, people in general to each other.  
**COMPASSION** – shown to evacuees, parents, soldiers, Jewish community.  
**SERVICE**- consider how people made choices to serve their country, not just as soldiers, but also by providing food, support etc.  
**TRUST** – public put their trust in politicians, soldiers, host families.  
**PERSERVERENCE**- how people committed/persevered with their new situation- 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 – Jewish community for example.  
**HOPE**- for War to end – be reunited as families  
**PEACE**- an end to the fighting  
**FRIENDSHIP**- consider how friendships were formed, lost sustained during war time  
**THANKFULNESS**- consider why we should be thankful for what people did for their country – during the war years

## 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! **Discuss the Dove as a symbol of PEACE**  
 Also ask children to consider how the church helps/supports us on our **life's journey**  
 If teaching topic during Autumn term Royal British legion site has several Assemblies/Worships which link to **VALUES**  
<http://www.britishlegion.org.uk/remembrance/schools-and-learning/assembly-outlines>

## ART/D&T\*

**Design and make** air raid shelters.\*  
 Ch’d learn to **knit/sew** be **CREATIVE** use **recycled materials**. \*  
**Study famous war paintings** /posters – Consider what emotions **VALUES** could be attached to the detail in the artwork. Lots of artists and their work on this website: <http://www.nationalarchives.gov.uk/theartofwar/> Children then paint own Wartime picture.  
 Pick (if poss) blackberries, apples – and **cook** jam – **so preserving fruit\***  
**Use sketchbooks** 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 PP presentations, Publisher- posters (P.o.S. 1a,b,c)  
 Consider differences in ways of communicating between then and now.

## Geography

**Use map reading** skills to **locate countries** involve movement of troops/fighting.  
 Consider the **COURAGE** needed to venture across new lands  
 Consider landscape using aerial photos – discuss what impact the landscape had on the progress the soldiers made. (P.o.S 2a,b,c,d 3a,b,c) P.o.S. 1a 2c

## Science

Consider impact of rationing on diet and any health issues this may cause –  
 Look at food groups of foods available. Vitamins/minerals etc. How herbs/berries were collected and used to make medicine.  
 Relate to the **RESPONSIBILITY** parents / adults have to provide ch’d with a good diet to ensure good health.  
 Children use knowledge of food groups and what’s available to write/ **CREATE** nutritional recipes (instruction writing) and prepare them. (Link to D&T/English)  
 Opportunity to discuss spread of diseases – how we must be **RESPONSIBLE** and try to prevent spreading germs- nice link here to art and the poster “Coughs and Sneezes spread diseases.”  
[http://www.nationalarchives.gov.uk/theartofwar/artists/bateman\\_hm.htm](http://www.nationalarchives.gov.uk/theartofwar/artists/bateman_hm.htm) P.o.S SC2 – 2b

## Music

**Listen to & sing** Traditional War songs  
 Look at the lyrics of the songs – esp., Vera Lynne’s- consider meaning- links to **VALUES** for example – look at these first two verses and the links to **HOPE, TRUST** and **FRIENDSHIP** are immediately evident  
**We’ll Meet Again**  
 1) **We'll meet again We'll meet again,**  
 Don't know where, Don't know when  
**But I know** we'll meet again some sunny day  
 Keep smiling through, Just like you always do  
 Till the blue skies drive the dark clouds far away  
 2) **So will you please say "Hello"**  
**To the folks that I know**  
 Tell them I won't be long  
 They'll be happy to know  
 That as you saw me go I was singing this song etc.etc  
 Consider emotions and feelings related to these songs, the message that was being conveyed  
**Compose music** and write own songs based on evidence about the War Years – perhaps from Good night Mr Tom then rehearse and **perform** them to others (P.o.S.1a,b,c 3a,c)

## 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, how these objects might give them the **COURAGE** to cope with their new situation. How mum may have put objects in to give **HOPE** that, they'll soon be back together. Link to emotions /feelings (**STRONG LINK TO ALL VALUES HERE**) (P.o.S 1a,b,c, 2 a to k)  
 The Royal British Legion has lots of materials for teachers to use on their website link <http://www.britishlegion.org.uk/remembrance/schools-and-learning/learning-pack/> with links to PSHCE - and why we ‘remember’ on Remembrance day - to give **THANKS** for the **PEACE** we now enjoy.