

# Our REAL Project

## Project Name

World war 2

## Project Summary

An exploration of life at home for families in Britain during World War 2.

## Essential Question

What was British life like during World War 2?

How are your children meeting the four components of effective projects?

## Rigorous

*How will students show in depth subject knowledge?*

*Children will engage with many real -life experiences and scenarios. They will show in depth subject knowledge of countries involved in the war, reasons why people in the past acted as they did and will be able to describe historical events in relation to their cause and effect.*

*They will also demonstrate fluency in various text types in their writing inspired by their learning tasks as well as apply their mathematical skills to problem solving linked to topic work.*

## Engaging

*How will students engage with the learning?*

*Children will engage with the learning from the first day back at school where they will experience what life was like in the 1930's by playing games and finding out about home life. Children have a weekly outcome to achieve which will ensure they are engaged throughout the topic. Children will also go on a trip to experience war time Christmas and will plan a VE day street party celebration.*

## Authentic

*What will our authentic audience be?*

*Children in other classes will be invited to find out about the work we have produced. Parents will be invited into classrooms during the middle of our topic and also at the end for VE day celebrations.*

## Learning

*How will students show their learning of key skills in this project?*

*Through purposeful out-comes which have been critiqued and improved throughout the project.*

# What was British life like during WW2?

## Project Overview

During this term the children will be fully immersed in hands-on, practical learning opportunities to develop an awareness and understanding of what life in Britain was like during WW2.

As each week progresses the children will develop a detailed understanding of key events during WW2 and how these impacted upon life in Britain.

A trip will promote further depth to learning about evacuees, complimented by novel study and guided reading focused on texts that deepen the understanding of what it was really like for children during this time.

As the topic draws to a close the children will have a strong understanding of key events of the war, how families supported the country to keep going and what impact it had upon children. Talk for Writing strategies adopted across the term will ensure high quality and depth is given to developing children's writing skills.

Practical maths will develop reasoning and mental recall as children explore rationing with real foods.

Work in science on light and sound will also embed the understanding of safety and communication during the air raids.

## Project Timeline

Week 1 – What was life like in 1930's Britain?

Week 2 – Which countries were involved in World War 2?

Week 3 – Who is Hitler?

Week 4 – Why was it so important to make do and mend?

Week 5 – Why did we dig for victory?

Week 6 – How would you feed a family of four during WW2?

Week 7 – What suitable materials would you need to make an Anderson Shelter?

Week 8 – What was the Blitz?

Week 9 – Why were the children evacuated?

Week 10 – What was it like to be an evacuee?

Week 11 – What was WW2 aircraft like? + How did pilots communicate?

Week 12 – VE Day celebrations.

## Curriculum links and focus:

Maths - measures, money, data handling, 4 operations, fractions.

English— Narrative—The Tunnel, Carrie's War. Non-narrative—Instructions, Information text, reports.

History/geography— countries, historical events, artefacts, understanding of why people acted the way they did.

Science—Light and sound—The Blitz, air raid siren.

Art— Printing., painting

DT—Electricity

Music— Singing war time songs

RE—Christian belief and lifestyle.

PE— Swing dance, other dance, gymnastics.

PSHE— Embedding a growth mindset

## *Real world experiences*

*1930's/40's Dancing and listening to music*

*Listen to radio/ replica newspaper reports*

*Knitting/ sewing*

*Growing*

*Rationing with real produce*

*Building shelter—parent involvement*

*Making circuit—air raid siren/ lamp for Anderson shelter*

*Evacuee day + train journey, visitor sharing their experience as an evacuee*

*Making 3D model*

*Christmas dinner*

*Street party*

*Mr Rodgers—music*

*Christmas at war time school trip to Metheringham.*

## *Immersive Learning*

*Project launch. Immersive morning of war declared.*

*Dance visitor. Visitors who can help teach to knit. Visit from a gentleman who drove spitfires during World War 2, train journey, school trip, VE day celebrations.*

## *Project Outcomes*

*Dance to 1930s music*

*Dads Army style posters*

*Role play*

*Sewing mittens/ scarfs*

*Vegetable garden—Cress trays/ heads*

*Menu and cooking*

*Build Anderson shelter*

*Working circuit (buzzers and light bulbs)*

*Suitcase, gas mask box and tag*

*Evacuee experience and post letter*

*Model of plane*

*Street party*

*Music performance*