

prospectus



The Home Front Year 2

Essential Knowledge

By the end of this unit children will...

- Study events within World War Two and how the war affected children and people at home. What life was like during World War Two, **with a particular focus on _____?**
- Show understanding of why children were evacuees during the war. Explain what happened to these children and use maps to show the locations of where children were sent.
- Describe and understand rationing during the war, explain why there were limits on food. Use mathematical skills to measure the amounts of food families would receive.
- Describe and understand what life at home was like including transport, jobs and school.
- Make, taste and compare Indian food to traditional food in Britain.

Intent

Why are we teaching this theme?

What links does this theme have to our school, children and community?

How does this theme link with prior learning?

How does this theme provide opportunities for knowledge and skills progression?

Implementation

What pedagogy is used in this theme to ensure that we are teaching a broad and balanced curriculum?

How does this theme engage our children and reflect their personal interests?

How can we personalise this theme to reflect our own teaching styles and the needs of our children?

What opportunities for learning outside of the classroom can we provide for the children?

Impact

How will we measure the impact of this theme on children's learning?

What knowledge and skills have the children gained against the expectations outlined in this unit?

Are there any gaps in learning that need to be addressed next time or in subsequent units?

Core Subjects:

Links to theme

English

- Read and reply to letters from evacuees.
- Non-Chronological report: rationing, building shelters and life as evacuees (real life witnesses and videos of Goodnight Mister Tom)

Mathematics

Measures

- Explore a ration book. Measure out and investigate ingredients.

Data Handling

- Interpret charts/graphs-locations that children went to as evacuees.
- Create class pictogram based on vegetables to grow in the allotment.

Calculating

Street party shopping list following a budget.

Science

Life and living processes

- Growing vegetables and why this was important during the war. Plan and plant own vegetables in the school garden.

The Home Front Year 2: Knowledge Content

Personal Development

Spiritual

- Discuss the importance of faith and peace for people during the war.
- Write prayers for loved ones.

Moral

- How would you have felt to be an evacuee?
- Empathise with the lives of children in the war.
- The role of the community.

Social

- Work collaboratively.
- Communicate findings to others and showcase learning during our celebration event.

Cultural

- How did people have to adapt their lives during the war, i.e. living away, rationing, and jobs?
- Changes in culture experienced by evacuees leaving the city and going to the country.

Foundation Subjects

History, Geography and Citizenship

History

- Visit museums and watch videos from 'Nanny' and 'Grandad' recounting their experiences of life during the war.
- Find out about lives of children and their experiences as evacuees: read stories (such as The Lion and Unicorn) and watch Goodnight Mister Tom.
- Explore lives of women and people who stayed at home, focusing on ____.
- Explore ration books and find out more about why there were rations on food.

Geography

- Map Skills – Locate the areas where evacuees went to within Britain.
- Study the changes in landscape and how it changed during and after the war.
- Focused study on _____.

Art and Design and Design Technology

Art: 'Take One Picture' - Dig for Victory and investigate other war time posters. Landscape paintings or the countryside.

Design Technology: Food technology: Make recipes using rationed ingredients. Design and make a war raid shelter.

Music, Languages and Physical Education

Music: Listen to war time songs: i.e. Glenn Miller, Vera Lynn. Children then create their own versions using Garage Band.

P.E: Dance: Children learn the Lindy Hop to perform at the street party!

Computing

- Set up a blog to allow children to communicate
- Tag Galaxy (Knowledge Harvest)/ GarageBand

The Home Front Year 2: Links to National Curriculum Framework Skills

Core Subjects:

English

Writing:

Writing narratives about the experience of others (real and fictional). Real events; writing for different purposes.

Spoken Language:

Ask relevant questions to extend understanding and knowledge.

Use relevant strategies to build their vocabulary.

Give well-structured descriptions and explanations for different purposes including expressing feelings.

Mathematics

Measurement:

Choose and use appropriate standard units to estimate and measure mass (kilograms/grams).

Solve simple problems in a practical context involving addition and subtraction of money in the same unit, including giving change.

Statistics:

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Science

Living things and their Habitats:

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.

Foundation Subjects

History, Geography and Citizenship

History: Changes within living memory, to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.

Geography: Place Knowledge; Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Human and physical geography: Use basic geographical vocabulary to refer to key physical and human features.

Citizenship: Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day to day basis and plan for future financial needs.

Art and Design and Design Technology

Art and Design: Use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers.

Design Technology:

Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Make: Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.

Evaluate: Evaluate their ideas and products against design criteria.

Music, Languages and Physical Education

Music: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding to a range of high quality live and recorded music.

Physical Education: Perform dances using simple movement patterns.

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

The Home Front Year 2: Core Skills/ Assessment Opportunities

Core Subjects

English

- To articulate ideas and use topic related vocabulary within a range of speaking, listening, drama and talk for writing activities.
- To explore written genres: fictional stories, letters and non-chronological reports.

Mathematics

- To measure accurately when weighing out ingredients for rationing and making ration meals.
- To apply knowledge and understanding of money when planning their street party within a budget.

Science

- To understand how plants grow and the conditions needed for growth.
- To design an allotment and plant vegetables in the science garden.

Foundation Subjects

History, Geography and Citizenship

History

- To sequence key events on a timeline.
- To show understanding of key focus areas; evacuation, rationing, life on the home-front.
- To compare their lives to those of others.

Geography

- To compare locations—city/countryside using geographical language, noticing human and physical features.
- To use maps to locate and show where evacuees were sent.

Art and Design and Design Technology

Art and Design

- To explore, evaluate and create their own countryside paintings, looking carefully at features of others work for inspiration.

Design Technology

- To design, make and evaluate ration meals.

Music, Languages and Physical Education

Music

To listen to war time songs and create their own versions using voices and instruments.

Physical Education

To learn a war-time dance to perform to others.

Computing

To explore and use internet websites and software (including Tag Galaxy, Wordle and Garage Band)