

<p>Theme read:</p> <ul style="list-style-type: none"> Chronicles of Narnia: lion witch and the wardrobe (children evacuate WW2) Major Glad, Major Dizzy The Lion and the Unicorn by Shirley Hughes Rose Blanche 	<p>Year 2 (Summer): Enquiry Question</p> <h2 style="text-align: center;">How did families survive the Blitz? (local history)</h2> <p>Key driver: determination Key skills: I can identify and describe reasons for and results of, events, situations and changes. Year Enquiry: How can we turn disaster into opportunity? Topics: WWII High-Quality Outcome:</p>	<p>Resources</p> <p>Photos https://www.theguardian.com/artanddesign/gallery/2015/jul/10/the-blitz-rare-colour-photographs-in-pictures https://www.bbc.co.uk/programmes/b008w7sr/episodes/guide https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war https://www.soho.org.uk/ww2-bombings/</p>
<p>Key Vocabulary: war, ration, blitz, evacuate, evacuee, city, countryside,</p>		<p>Pupil Pledge Cooking a wartime food Reenactment of war time classroom</p>

<p>Launch What do we know about war?</p> <p>WALT: understand what Britain was like in the 1930s</p> <p>Look at photos from Pre-WWII 1930s. Discuss and identify what it would have been like as a child in daily life.</p> <p>Create a descriptive mind map describing a photo of pre-war time (image in the middle with descriptive notes around)</p>	<p>Lesson 2 When did WW2 start and how was England involved?</p> <p>WALT: learn about historical events using primary sources</p> <p>Create class mind map of what we know about war or WW2 already. Why is it called a world war? Ask and then explain/clarify.</p> <p>Explain Hitler as a man who was in charge of Germany who wanted more power in the world. He tried to take over Poland which caused a lot of problems and then the war started when countries tried to help Poland stop him, England was one of the countries that helped Poland to stop Hitler.</p>	<p>Lesson 3 What is a Blitz? Where did it happen in the UK?</p> <p>WALT: understand how British people felt during the war.</p> <p>Show children an map of Britain in relation to Europe and ask why it was difficult for countries to attack Britain. We are an Island. How do you think the German army managed to strike Britain? Through air strikes – the Blitz. Explain that not everywhere was bombed and only certain cities were, e.g. London, Birmingham, Hull, Manchester, Belfast. Why were certain places ignored? Why were these places targeted?</p>	<p>Lesson 4 What did people in affected areas do?</p> <p>WALT: understand the need for evacuation and identify important things</p> <p>Show child evacuee photo and ask How old do they look? What do you think they feel like? What’s the longest time you’ve spent away from home? How long do you think they spent away?</p> <p>Show photo at oxford train station, explain how many chn came to oxford. Show on map common places in city they went. Read account</p>	<p>POP Quiz (...)</p> <p>Artefacts of WWII</p> <p>WALT: apply historical knowledge & understanding</p> <p>Analysing clothing from WWII</p> <p>2 suitcases have been found and mixed up, the pupils must investigate the contents and decide whether it belongs to someone from WWII or someone today. They need to identify the authentic items and today’s child’s items.</p>
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<p>Lesson 6 Countryside and Wartime Propaganda</p> <p>WALT: understand how propaganda changed people's thinking</p> <p>Using a range of propaganda posters discuss message being conveyed and how this links with WWII. Classify posters regarding message: spy warning, cut waste, raising moral, safety. Identify key elements and make list of key features.</p> <p>Introduce countryside where evacuees would have gone. Discuss things that would be new to the children that they</p>	<p>Lesson 7 Rationing: how did Oxford help feed Europe during WW2? - Oxford Committee for Famine Relief, founded in 1942</p> <p>WALT: understand what rationing is and why it happens</p> <p>Children brainstorm and list their favourite foods. Explain they are now all unavailable! Show food that was scare or unavailable and ask the children to consider why this was: no transportation of food due to attack. Rationing activity: show big bag of chocolates/sweets only give one small piece each then say they would have to wait a week for another one. How do you feel?</p>	<p>Lesson 8 Women Working on the home front</p> <p>WALT: understand the roles women undertook on the Home Front.</p> <ul style="list-style-type: none"> • Women's land army, jobs thought to be unsuitable for women before the war • The Auxiliary Territorial Service (ATS), The Women's Royal Naval Service (WRNS): Bletchley Park connection for local history • Factory work <p>Discussion questions:</p> <ul style="list-style-type: none"> • Why do you think women were banned from 	<p>Lesson 9 What happened at the end of the war? How did we celebrate?</p> <p>WALT: understand how the war ended.</p> <p>Look at photos from VE day, listen to recording of Winston Churchill announcing the end of the war. How would the people have felt? Show modern day VE day celebration pictures.</p> <p>Outcome: plan a VE day celebration and make posters to tell the school about why it's important to remember.</p>	<p>Celebration</p> <p>Wartime classroom reenactment - full day immersive experience with simulated shelter experience, following first aid instructions to bandage another person, dress-up, meals, rules, make gas mask</p> <p>Written reflection using sentence stems</p>

<p>may like (animals, open space to explore, new school, new friends, no bombings)</p> <p>Outcome: make propaganda posters to encourage children from the city we didn't evacuate, to do so (Share all the perks of being in the countryside)</p>	<p>Discuss how could the people at home in England not in the army help? Some decided to help feed everyone not only in England but Europe. Share and discuss Oxfam history through images</p> <p>Show ration books then have them create a meal from available foods only</p> <p>Outcome: create a rationed meal</p> <p>Could also make a wartime fruit cake, wartime carrot cookies</p>	<p>fighting? Some people did not approve of women working in WW2. What reasons might they have had for this?</p> <p>Outcome: compare women in the British Armed Forces today and compare to women working on the home front in WWII</p> <p>OR</p> <p>analyse and compare recruitment posters for women in the armed forces now to those from WWII</p>		
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<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts in museums, books and internet (historical enquiry) • Events beyond living memory that are significant nationally 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> • Florence Nightingale and Mary Seacole unit 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> • Reenactments • Oral and written outcomes • Analysis of artefacts and reasoning their thoughts 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> • How can we help others in a time of need? • What do we truly need to be happy? • How does war negatively impact people? 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> • Oxford as evacuee site • WWII Steam Museum, Swindon • Bletchley Park in Milton Keynes • OXFAM stemming from famine during WW2 • Government and Military use of college buildings during wartime
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Long term effects on England – rationing didn't end till 1954

Women land army?

Ambulance drivers & first responders during the time?

Oxford hospitals took in hospital patients from affected areas

Oxford famine relief info: By 1943, the city had raised £10,700 – equivalent to £440,000 in today's money and a remarkable feat in wartime – which was given to a representative of the Greek Red Cross. In 1945, as soon as the war was over, the committee launched a 'Save Europe Now' campaign, which lobbied the British government to allow its citizens to send food parcels into Germany; a remarkable campaign so soon after the end of such a devastating war. The work of this committee and others around the country contributed significantly to the consensus that emerged after the war: deliberately starving civilians was not acceptable as a wartime tactic. This ultimately helped form the basis of the Fourth Geneva Convention. And the unwieldy name 'Oxford Committee for Famine Relief' was shortened to Oxfam, now one of the largest charities in the world.