

Goldfinch Spring Term 2022
What was it like for children in WWII?

Unit outcome
By the end of this unit, children will have an understanding of what life was like for children during wartime Britain. They will also have an understanding of our use of historical sources and where WWII fits in history.

P.E.
Dodgeball Wellbeing

Fabulous finish
VE Day Celebration

Science
Living things and their habitats: we will create an interactive book about our incredible world of living things.
Plants: we will understand plant life cycles and the importance of flowers, bees and fertilisation.

R.E.
What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim?
RSHE:
- Keeping myself safe
- Rights & responsibilities
Values:
- Perseverance
- Hope - Love

Third Milestone
What was the same and what was different about the experiences of British/German children?
Using a variety of sources, we will consider what life was like for children in Germany during the war and how this compared to Britain.
We will link our learning to India as part of the British Commonwealth during WW2 and consider the involvement of people from different races.
We will also visit STEAM museum in Swindon to experience first hand simulations of evacuations and family life.

Second Milestone
How did children help during the Blitz?
We will consider how children helped to grow vegetables and learned to knit, we will introduce rationing and 'Make Do and Mend'. We will create a wartime classroom where children experience darning, some cooking and an air raid siren.

First Milestone
How did families respond to the outbreak of war?
We will learn some of the reasons why the war started and listen to Neville Chamberlain's declaration of war, considering the impact on families. We will look at photos of the evacuation and learn where children were evacuated to, especially in Gloucestershire. We will compare this to current refugees.

Synopsis
We begin by thinking about where WWII fits into a timeline and how long since the current day that was. We then look at WWII from the perspective of children, using film clips to introduce each question. For each question, we will be thinking about how we know about these events and what we mean by reliable historical sources.

Stunning start
Class timeline of historical events we know about.

Our learning is based on four drivers:
initiative, creative arts, environment & spiritual, moral and cultural.
We will show our initiative by being resourceful and working without always being told what to do. Showing both perseverance and trusting in ourselves, in order to demonstrate that we can think independently and act when necessary.
Using our creative skills, we will use images to understand the past. In art, we will be drawing and studying British artists. We will learn how to darn and cook wartime recipes.

As people concerned with our environment, we will put real thought into our impact on the environment, especially how to lessen our impact in the daily choices we make. We will consider the relevance of 'Make do and mend' to today's society.
As part of our spiritual, moral and cultural development we will value difference and look at history from different viewpoints. We will compare WWII evacuation with the current refugee crisis by inviting a speaker from GARAS (Gloucestershire Action for Asylum Seekers and Refugees).