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ILP Overview

This project has a history focus and teaches children about the Second World War including an understanding of the reasons for war, the impact on the everyday lives of people including children and about significant individuals of the period. Children will also learn about the significance of the Swansea Blitz and the social and human impact of it. At the heart of this project children write narrative stories based on historical facts and develop additional skills in using flashback as a technique for telling stories.

In the Innovate Stage children apply their skills and understanding by planning their own VE street party.

In this project the children will learn:
- About the political, social and economic reasons which contributed to WW2;
- About the chronology of events between 1939-1945;
- About the impact of the war on the everyday lives of ordinary people in Wales;
- About the Swansea Blitz of February 1941;
- About significant people of the time who played an important role in the Welsh war effort;
- About the key aspects of narrative story writing, including flashback;
- About how to use a range of sources to find information.
1. ENGAGE
Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn.

- Visit a museum to see historical exhibitions about World War Two. Children prepare and ask questions about the artefacts and information that they find. Talk to an expert or a curator about the displays. Make notes from conversations and later make a class mind map showing what they found out.
- Visit a living history centre to role play children in the war. Talk and write about their experiences.
- Invite a war veteran into school or visit residents of a retirement home to find out about their experiences in the war. Write about the experience back in the classroom and add detail to the accounts using a range of source materials including ICT.
- Watch documentaries about the War and the Swansea Blitz. Make notes and discuss what they have seen and heard.
- Listen to sound recordings of the war: sirens, bombs, explosions, Spitfires. How do the sounds make them feel? Recreate these sounds using their voices.
- Use visual source material such as photographs, posters and images of the period to gather information - what can they see? Make notes and discuss what is happening in the photographs. Hot seat characters from pictures to empathise with the effects of war on people from different parts of Wales.
- Display a range of books both fiction and non-fiction. Encourage periods of research and quiet reading around the subject matter.
- Read the diary of Anne Frank together. Begin to empathise with Anne and the events that happened to children like her during the war.
- Make observational drawings and sketches of artefacts from first hand experience.
- Investigate the history of evacuation in Wales. Come dressed as an English evacuee for a day. Make a suitcase for an evacuee using hot seating. What was life like for them? How different were their new homes in Wales?
- Begin to find facts about the Swansea Blitz. Use the Internet and other source material such as film footage, first hand accounts, books and visual source materials to find out information. Make notes and begin to make mind maps in learning logs.
- Use circle time to question the purpose and morality of this and other wars and explore their own opinions.

3. INNOVATE
Children are given the opportunity to innovate by applying their knowledge, skills and understanding through a challenging provocation, using their own negotiated ideas.

Example Provocation
It is May 1945. Winston Churchill has announced on the radio that the war has ended and Germany have surrendered. As residents of Rhymedings Terrace, Swansea you have decided to plan and hold a victory celebration street party. Together you must plan and prepare for the event.

To be successful in this task, you must:
- Decide what food to serve by writing your own recipes making sure you have enough ingredients from your rationing supplies;
- Create invitations for all the residents of Windmill Street explaining in your own words why they should come;
- Design and make your own street bunting using ‘make do and mend’ stitching skills;
- Decide what you will wear and plan your outfit making something special for the occasion;
- Write and perform a one minute toast to someone you feel has helped the war effort;
- Decide which dances and songs you will perform at your party;
- Choose which dances and songs you will perform at your party.

2. DEVELOP
Children develop knowledge, understanding and subject skills required to progress their learning through quality differentiation and focused learning tasks and experiences.

- Learn and order dates for significant events that happened during the war and write an explanation as to why these events were so significant.
- Develop initial ideas about ‘A night in the Blitz’ in more detail using a range of research skills and resources. Imagine they were a child of the time and write a diary account of one of the nights of the Swansea Blitz.
- Develop an understanding of significant characters of the war. Churchill, Hitler, King George VI and the Royal family. Research significant figures and write an account of their roles during the war. Who were they and what were their motivations for war?
- Use maps, journals and other sources of information to understand and identify which part of Wales children were evacuated to and why.
- Use knowledge and understanding of the circumstances and human impact of the Blitz to plan narrative stories that use flashback techniques. Use notes and research to include historical facts and create authenticity within their stories.
- Research the role of miners during the war and the importance of coal. Investigate the role of ‘The Bevin Boys’ and what life was like in the pits.
- Develop an understanding of rationing. Research and make wartime recipes. Invite grandparents and great grandparents to help with the cooking.
- Read fiction stories set during the war. Discuss what stories can tell us about that period. Suggestions would include the Diaries of Anne Frank and/or Goodnight Mr Tom.
- Use globes and maps to identify areas of German occupation during the war. Describe geographical aspects of the locations of the countries involved in WWII.
- Understand what people did for leisure during the war. Listen to music of the time and learn songs from the period.
- Learn dance and play games from the period.
- Use circle time to discuss and understand the impact of the war on Jewish families and communities.
- Develop an understanding of the impact of sound during the war including sounds of combat, the lasting impact on soldiers, air raid sirens, identifiable sounds such as the V1 ‘Doodlebug’ and V2 bombs. Carry out fair tests to explore how sound travels and what types of sound can be heard the furthest.
- Research the use of poster art during the War. Make propaganda posters using ICT for a range of purposes including encouraging rationing and sign up.
- Practice skills of ‘make do and mend’ using a range of stitching to join and decorate fabrics.

4. EXPRESS
Children express and evaluate their knowledge, understanding and skills, as outcomes of the learning in different memorable forms including using a variety of media and technology.

- Summarise what they have learned about the Blitz so that they can compare and contrast this with another period in the 20th Century.
- Make a presentation about the war or one detailed aspect of the war and present to grandparents and older community members. Use PowerPoint.
- Sing songs of the period and make CD recordings to give to grandparents. Send a copy to a local retirement home.
- Hold an evacuation day where children come dressed in the 1940’s costume. Make labels and gas mask boxes for each child to wear.
- Come dressed as a ‘Bevin Boy’ and talk about a day in the mines.
- Refine and edit their Blitz stories and read aloud to each other. Reflect and evaluate on the effectiveness of their own writing. Write final drafts of their stories and post to a local retirement home for reading.
- Review fiction and historic stories on the theme of war that they have read. Write a book review expressing their preferences.
- Explore what happened to countries after the war. What impact did war have on the growth and communities in different places in the world? Work in groups and present findings to each other.
- Hot seat a range of significant and everyday people to empathise with the personal impact of war.
- Reflect upon their learning using a learning log.
- Prepare a class presentation on avoiding conflict in their own lives. Share with another class in school.