



## The Home Front Year 1 and 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.

### Launch

#### School Trips

Visit museums to look at artifacts and hear information from guides about life during World War Two.

### Explore

#### Explore Memories from The Past

Watch a video from 'Nanny' and 'Grandad' about experiences of leaving home, life during the war, rationing, cooking and jobs.

### Energise

#### Evacuee Experience

What was it like to be an evacuee?  
 Dress as children in World War Two.  
 Evacuate to different families to participate in a range of activities including cooking and household jobs.

### Celebrate

#### Come and Share Afternoon

Invite parents and carers into school for a celebration event: 'A Street Party - to celebrate the end of the war and coming home!  
 Children showcase their work and learning from this topic so far, along with their POWER projects homework.



# The Home Front Year 1 and 2: Theme Content

## Core Subjects:

Links to theme

### English

- Read and reply to letters from evacuees.
- Non-Chronological report: rationing, building shelters and life as evacuees.
- Fiction books based around WW2.
- Phase 4 and 5 Letters and Sounds for Phonics.

### Mathematics

- Place value and counting in 2s, 5s and 10s.
- Multiplication and division.
- Fractions
- Measures – length, money and time.
- Addition and subtraction.
- Daily mental maths skills.
- Weekly problem solving.

### Science

#### Materials & Their Properties – Good Choices.

Waterproof, suitability and changeable materials

## 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

- 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).
- Explore ration books and find out more about why there were rations on food.
- Take part in an evacuee day.
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#### Geography

- Map Skills – Locate the areas where evacuees went to within Britain.

### Art and Design and Design Technology

Art: Mark making skills, wartime landscapes & Christmas crafts.

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.

### Computing

- Word processing.

# The Home Front Year 1 and 2: Links to National Curriculum Framework

## 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 1 and 2: Assessment Opportunities/Tasks within theme

## 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)