

**Main questions shaping the teaching and learning:**

What happened in the Second World War? Why was it called a World War? How did it affect Britain at home? How did it affect children? What did the country do to keep morale up?

**What if question:**

What did Second World War mean to Britain?

**Year:** 2012

**Proposed Duration of Petit Enquiry:** Summer Term 2012

**Relevance to pupils lives:**

Children will learn how events in the World war came about and influenced people's everyday lives in Britain from children being evacuated to streets preparing to take cover from the bombs.

**Global/National/Local issues does it connect with?**

Children will compare what happened locally to children with inner city children dwellers.

**What impact will it have on our children's lives or the lives of others?**

Develops understanding of how a country can work together in extreme conditions. They will be able to empathise with grand or great grand parents and what they would have had to go through.

**Core values promoted through the enquiry**

**Outcomes**

1. What do we hope pupils will know and understand by the end of this unit?
  - Children will have an overview of how the Second World War affected Britain.
2. What transferable skills will they gain?
  - Research and application skills
  - Presentation skills
  - Eliciting facts and opinions
  - Map reading skills
3. What standards in the core areas will be promoted?
  - *Stories with an imaginary setting*
  - *Stories which raise issues and dilemmas*
  - *Recounts- Newspapers and magazines.*

**Success Criteria**

1. Children can discuss using a range of sources of evidence to investigate different aspects of the war.
2. Children will have use their own research and what they learnt in class to put together a project.
 

*Maths - Look at maps and distances evacuees travelled, planes and air forces. World problems referring to the lack of imported goods Britain had to face during the War. Investigate how people at home had to grow potatoes, carrots, etc in limited farmland.*

*Literacy and ICT -*

*Stories with an imaginary setting*

*Stories which raise issues and dilemmas*

*Recounts- Newspapers and magazines.*
3. Children will be able to:
  - Use search engines effectively
  - Use word processing templates
  - Edit documents using track changes and word processing tools.

**Key Concepts to be explored:**

Children understand what the did for us and from this work collaboratively to present a Year Group production.

**Key resources: (Experts? People in our communities? Parents? Trips? Material available to us? Texts?):** Parkridge (Habitats), Mr Friend (Grandparent- evacuaee), range of world war two reading materials- Goodnight Mister Tom By Michelle Magorian, Friend or Foe By Micheal Morpurgo.

**Essential Skills for Learning and Life - which aspects will be promoted in this petite enquiry?**

<b>Learning and thinking</b>	<b>Personal, emotional and social skills</b>	<b>Numeracy</b>	<b>Communication skills</b>	<b>ICT capability</b>
Children have skills to plan, research and critically evaluate using reasoned arguments to support their conclusions  Children to record own thoughts and development in a working Learning Log	Reflect on experiences to manage future learning and behaviour.  Set goals for their personal development and learning and work towards them.	Interpret and interrogate mathematical data in graphs, spreadsheets and diagrams in order to draw inferences, recognise patterns and trends.	Communicate and interact with different audiences in a variety of ways using a range of media.	Create, manipulate and process information using technology.  Collaborate, communicate and share information.  Spreadsheets to create graphs

**2. Organisation of learning**

<b>Subject/Area of Learning (objectives)</b>	<b>Main Teaching Focus</b>	<b>Assessment Opportunities</b>
Literacy - reading - writing - speaking and listening	Recounts- Newspapers and magazines (3 weeks) Stories which raise issues and dilemmas (3 weeks) Stories with an imaginary setting (3 weeks)	AF2- Reading Target AF6- Writing Target  Newspapers- writing a report about the Blitz  Stories which raise dilemmas- linked to

		SEAL topic-relationships/ loss. Stories with an imaginary setting- WW2 setting mixed with a fantasy (perhaps alien setting). Link to outdoor learning.
Mathematics -	problem solving reasoning communicating	Ma4 Ma3
Science - knowledge - investigations	The Skeleton Habitats	
Physical development, Health and Well Being	Cricket Bat and ball games Athletics- throwing, catching and jumping.	
Religious Education and Ethics	Christianity	
Arts - art - music (radio)	Propaganda posters Dance and War time songs (raise spirits)	
KUW	Change of local landscape and buildings due to bombing. Use of land for farming.	
ICT	Data Handling VE Day Celebrations- Day dedicated remembering when the war was won and the sacrifices that were made. Newspaper and Recounts	Unit 4A - Word processor 4C - Branching Database
Outside classroom	Children will 'grow their own' as they understand the importance of the Dig for Victory campaign in World War 2. They will learn how to tend for the food and see it through to harvest. They will also learn about the different habitats within our school grounds and what mini beasts need to survive. They will compare the	Self, peer and group opportunities.

	<p>habitats of another areas and how this affects the animals and plants that are in the area. They will understand their strengths and weaknesses as a team player and understand how to look after themselves and each other in the Outside environment.</p>	
<p>Community Project - Young Enterprise 'Our Community' Programme to be Completed - led by Gillian Rogers</p>	<p>Pupils to discover what a community is. Consider their own local community - the places and people. Identify the people, jobs and activities from the imaginary community. Consider if changes occurred in the community: where would we be without shops, the school, play areas, fire station, post office/box? What effect on a community it not being there might have? What are the wants and needs of a community.</p> <p>Learn about local government and taxes and how money flows in a local economy.</p> <p><b>Geography -</b></p> <p>5a. recognise how people can improve the environment [for example, by reclaiming derelict properties/land] or damage it [for example, by dropping litter, graffiti, polluting a river], and how decisions about places and environments affect the future quality of people's lives.</p>	<p>Self, peer and group opportunities.</p>