

## Spring Year 4 – PORTAL TO THE PAST

Herne Junior School

### Description/Theme Intent:

Children will gain a greater understanding about life as a child during the Second World War. They will write stories with historical settings and empathise with children from the past by writing diary accounts and through drama. They will research the main events during the war and produce a range of outcomes including artwork, writing, discussion and drama. They will also compare the types of food and clothing available during wartime and now. The children will take part in an Evacuation Day at the Watercress Line, experience and be part of a performance from Rainbow Theatre (a production company) and participate in various other evacuee activities such as making gas masks, writing a letter home and being picked by host families. Based on this the children will take part in a World War 2 Day and present their learning to parents and some members of the local community.

### Curriculum Hook

The children will be introduced to this topic using drama and be transported back in time to the 1930s! They will come to school dressed in 1930s children's clothes and imagine it is a normal school day just before the outbreak of WW2. Children will listen to Neville Chamberlain's declaration of war and will have to react to an air raid siren thinking about how terrifying that would have been for the children then. Artefacts from the past will be placed around the classroom to think about, their functions and who owned them. They will also play 1930s games and sing songs to help set the scene.

### Quality Text / Whole Class Reader:

The Lion and the Unicorn – Shirley Hughes; Goodnight Mr Tom – Michelle Magorian; Letters From the Lighthouse – Emma Carroll; Poetry and short texts; WCR – The Magician's Nephew (cont.) and WW2 information texts.

### Links to being a British and Global Citizen:

The children will gain a greater understanding about how the war had such a significant impact upon Britain and the whole world and how the lives of children were very different to their lives now.

### Links to SMSC, RRR and HARMONY:

RRR - Empathise with children during wartime understanding how they would have felt particularly if they had to be evacuated. Think about the responsibility they would have had and how mature they would have had to have been.  
SMSC – Social – Understand how children had to be separated from their friends and family during wartime.  
HARMONY – Enjoyment – Children will celebrate the wonderful feeling at the end of war, in VE day celebrations.

### Life Long Learning Skills (Problem Solving, Creativity, Resilience, Independence and Collaboration):

- Children will think creatively by imagining themselves as an evacuee/1930s child.
- They will collaborate during exciting WW2 dress up day and VE day party celebrations.

### Outcome/Impact:

To close our topic, the children will perform a showcase assembly to parents and local residents of a care home to share what they have learnt about life as a child in WW2. Additionally, we will hold VE Day celebrations when the children will empathise with how children felt when they heard that the war had finally ended. As part of the day, the children will enjoy celebratory food, listen to traditional music and play traditional games. The children will present their learning to parents at the end of the theme, displaying a selection of their work, homework projects and explanations of the key facts that they have learnt.

### As readers, writers and performers, we will:

- begin by reading and writing a range of poems.
- use a variety of short stories and a range of stimuli, write part of a story focusing on historical clues.
- revise recounts in the form of a focussed write about our visit to The Watercress Line. There will be a strong focus on grammar and punctuation throughout.
- children will also learn to empathise with characters from WW2.
- prepare and present an oral presentation.

### As mathematicians, we will:

- develop understanding of decimals by being able to recognise and write equivalents of amounts of tenths or hundredths as decimals; use place value knowledge to divide by 10 and 100; compare numbers up to two DP, round decimals to the nearest whole number, and find simple fraction equivalents. (5 weeks)
- continue our studies in statistics, including: interpret and present discrete and continuous data; solve comparison problems, and work with different problems. (2 weeks)
- study geometry with a focus on shape properties; compare and order angles, compare and classify geometric shapes and identify lines of symmetry. (3 weeks)
- build on our understanding of geometry (with a focus on position and direction): to identify and plot coordinates, and translate polygons in different directions. (1 week)

### As scientists, we will:

- identify how sounds are made and travel, associating some of them with something vibrating.
- recognise that vibrations from sounds travel through a medium to the ear.
- find patterns between the pitch of a sound and features of the object that produced it.
- find patterns between the volume of a sound and the strength of the vibrations that produced it.
- recognise that sounds get fainter as the distance from the sound source increases.

### As historians, we will:

- place the Second World War in an historical context.
- learn about life as a child in WW2 – evacuation, rationing, The Blitz.
- learn about the causes of war and how it would have affected children's lives.
- use a variety of sources to find information.
- learn what has been done since to avoid wars and how our country is different now as a result of what happened.

### Celebrating our community

We will invite local care home residents, some of whom were evacuees, for the children to share what they have learnt during this theme in an end of theme showcase.