Y6MSMB – Horse chestnut – Sharing of learning

What does Freedom mean to me?

What does freedom mean to me?

When the children returned to school, they had a class discussion about how they felt about their rights being taken away from them during lockdown. We wrote our ideas down as a list poem.

Macey

I didn't know I'd miss

I didn't know I'd miss-
(B)being so close to people and having face to face (coversation) conversations.

I didn't know I'd miss-
(The) the arethmatic test and how everyone used to fuss about their scores.

I didn't know I'd miss-
Mr.D dressing up (for) as santa or Mr.D and Mrs.Carolina dressing up as nicolash and giving us presents and candies.

I didn't know I'd miss-
learning new things in maths or French with (M) Mr.Kajiou or even learning about new words at spag lessons.

Ahmad Karlash

Date: 16 /9/20 Marked by: mrs. Independent or Supported: I/S

Learning Objective: Prepare poems to read aloud.

///	I can use different tones and volumes as the meaning is clear to the audience.	//
//	I am beginning to use different tones and volumes when reading aloud.	
/	I can read all the words in my poem without pausing to sound any out	

My teacher says:

I need help from an adult ✓ I have nearly got it ✓✓✓ I understand this.

I didn't know I'd miss

I didn't know that I'd miss-
running until my legs felt like I had shattered my bones into a dozens of ~~pieces~~ particals.

I didn't know I'd miss-

Play time playing football winning and losing. The lively atmosphere and tension lingering in the air.

I didn't know I'd miss-

The pointless games after lessons. Competitive, funny, serious and sometimes exciting games.

Nelofer

Learning Objective: Prepare poems to read aloud.

///	I can use different tones and volumes as the meaning is clear to the audience.	
//	I am beginning to use different tones and volumes when reading aloud.	//
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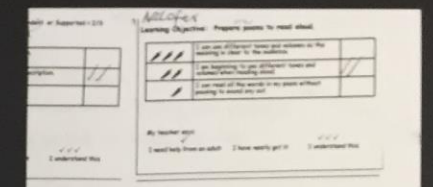


I didn't know I'd miss

I didn't know I'd miss-
The Xfactor event that happened every year and hearing everyone's loud and noisy voices, the joyful sound of everyone.

I didn't know I'd miss-
Asmara's smile that cheered me up when I wasn't in the mood and made my day.

I didn't know I'd miss-
Learning my favourite lesson and do loads of pages ~~to make my~~ to write with non-stop energy to make my teacher flip all those pages.

I need help from an adult ✓ I have nearly got it ✓✓✓ I understand this.

I didn't know I'd miss

I didn't know I'd miss-
Getting a stamp and feeling proud and knowing I'm one step closer to a diamond award.

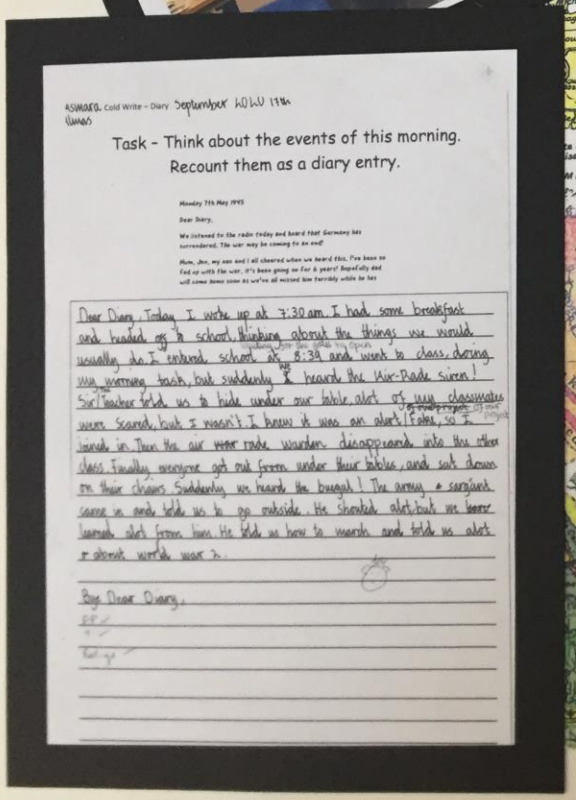
I didn't know I'd miss-
Running around the trees playing tig with my friend while having the time of my ~~day~~ life.

I didn't know I'd miss-
Relaxing on the weekends after a week ~~a week~~ of work while my favorite movies played on the tv.

I didn't I'd miss-
~~the~~ The classes noiseness as I was trying to do my best in ~~maths~~ class.

What does freedom mean to me?

Sparkling Start



Asmara Cold Write – Diary September 2020 17th
Ilmas

Task - Think about the events of this morning.
Recount them as a diary entry.

Monday 7th May 1945

Dear Diary,

We listened to the radio today and heard that Germany has surrendered. The war may be coming to an end!

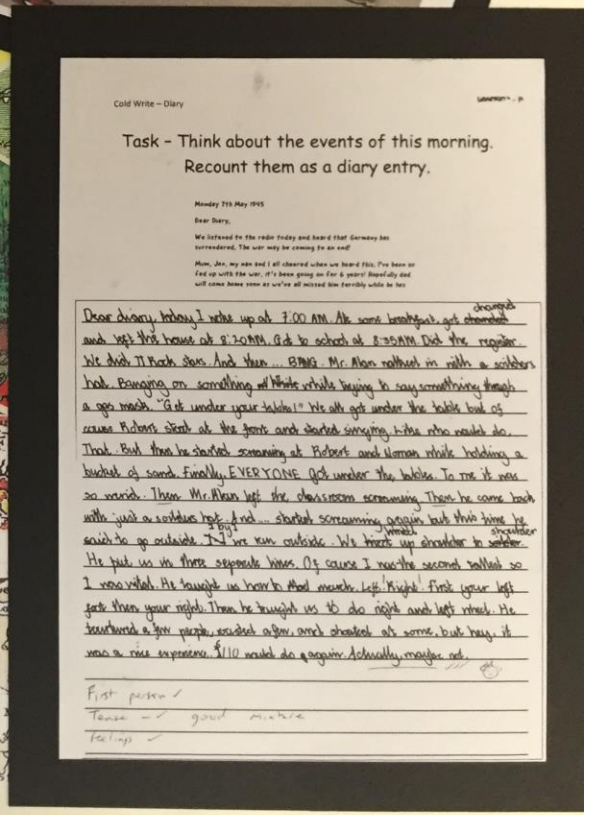
Mum, Jan, my nan and I all cheered when we heard this. I've been so fed up with the war, it's been going on for 6 years! Hopefully dad will come home soon as we've all missed him terribly while he has

Dear Diary, Today I woke up at 7:30 am. I had some breakfast and headed off to school, thinking about the things we would usually do. I entered school at 8:39 and went to class, doing my morning task, but suddenly we heard the Air-Rade siren! Sir/Teacher told us to hide under our table, alot of my classmates were scared, but I wasn't. I knew it was an alert/Fake, so I joined in. Then the air ~~war~~ rade warden disappeared into the other class. Finally everyone got out from under their tables, and sat down on their chairs. Suddenly we heard the bugal! The army sargant came in and told us to go outside. He shouted alot, but we learned alot from him. He told us how to march and told us alot about world war 2.

Bye Dear Diary,

PP ✓
9 ✓
Feelings ✓

We had a memorable sparkling start to our project when one morning an air raid siren started going off in our classroom then our learning mentor came into our classroom pretending to be an air-raid warden and shouted at us to get under the desks because bombs were dropping!. Then he became an army major and made us do drills out on the yard. After that we had a drama workshop where we re-enacted being evacuees' and thought about how it would feel to be evacuated. This gave us an idea of how people's freedoms were affected during the war.



Cold Write – Diary

Task - Think about the events of this morning.
Recount them as a diary entry.

Monday 7th May 1945

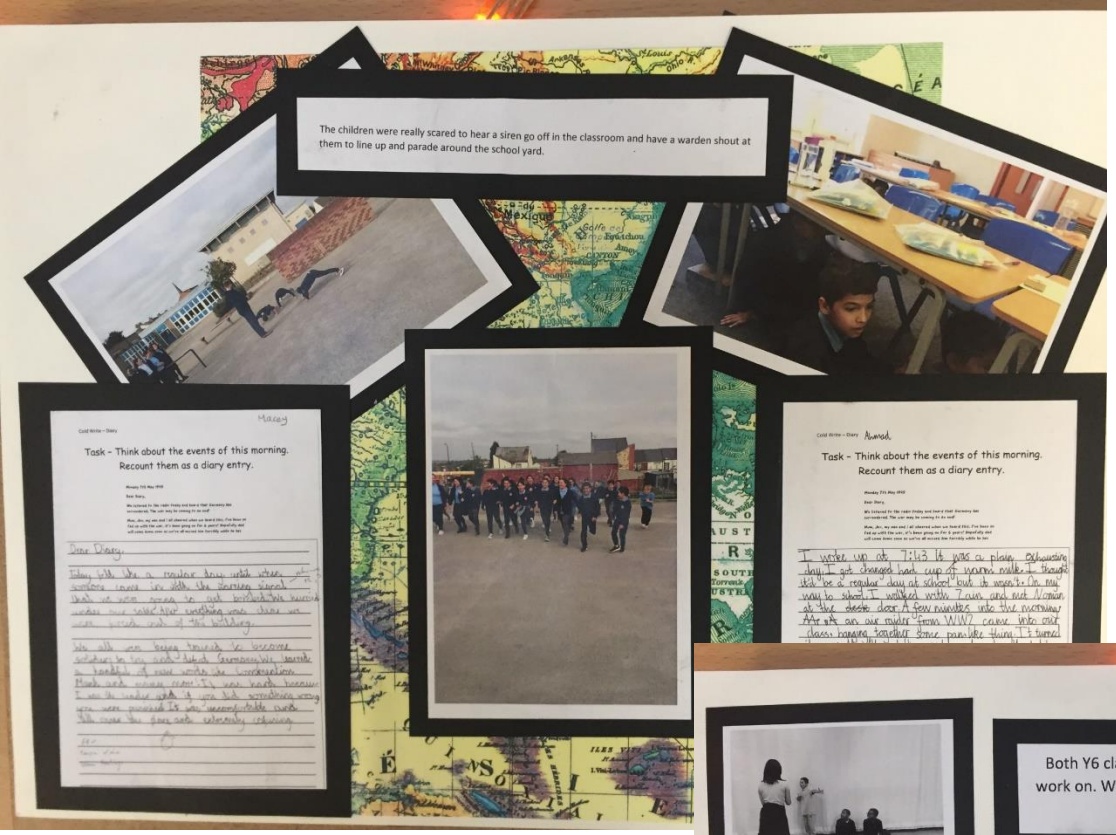
Dear Diary,

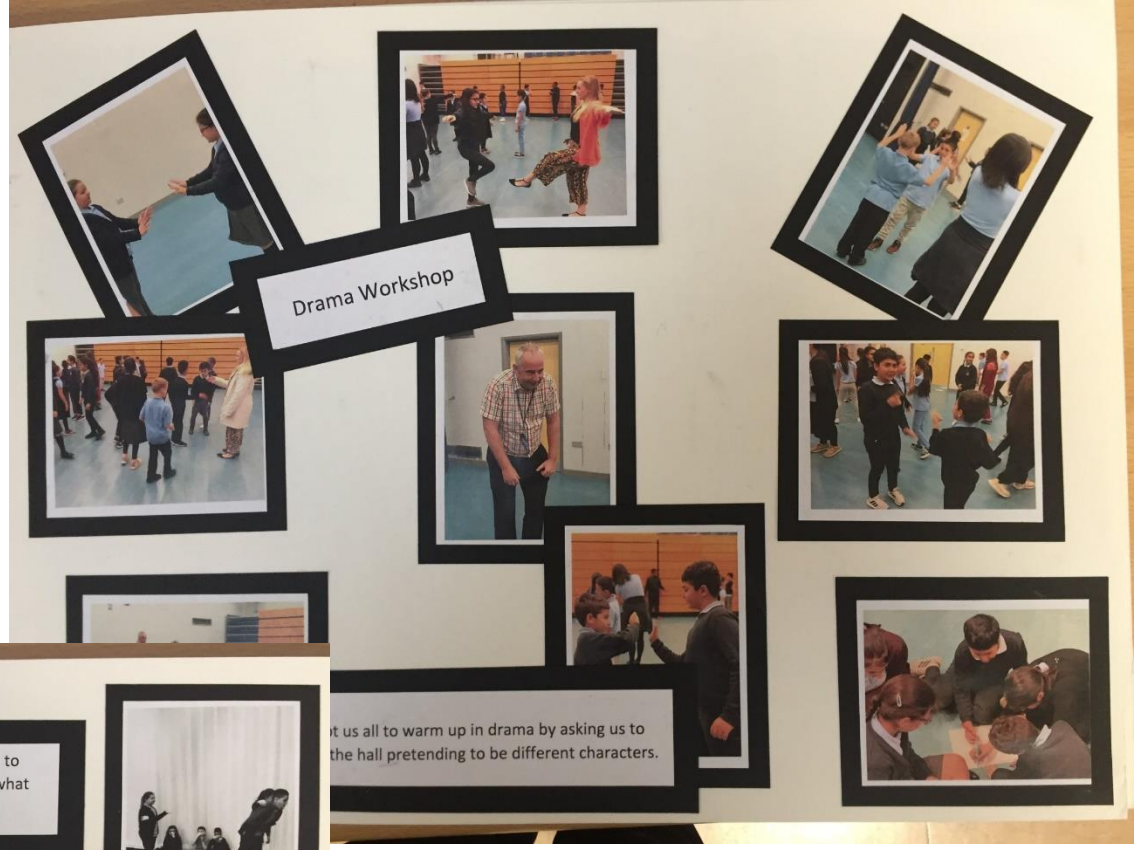
We listened to the radio today and heard that Germany has surrendered. The war may be coming to an end!

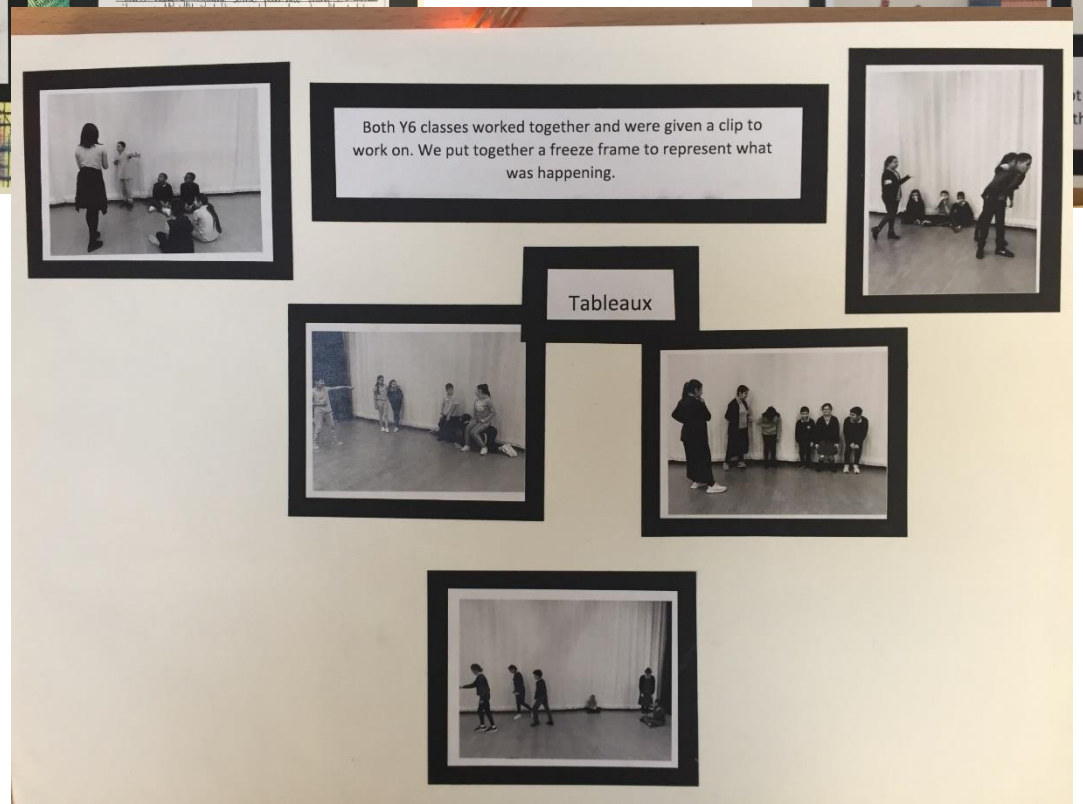
Mum, Jan, my nan and I all cheered when we heard this. I've been so fed up with the war, it's been going on for 6 years! Hopefully dad will come home soon as we've all missed him terribly while he has

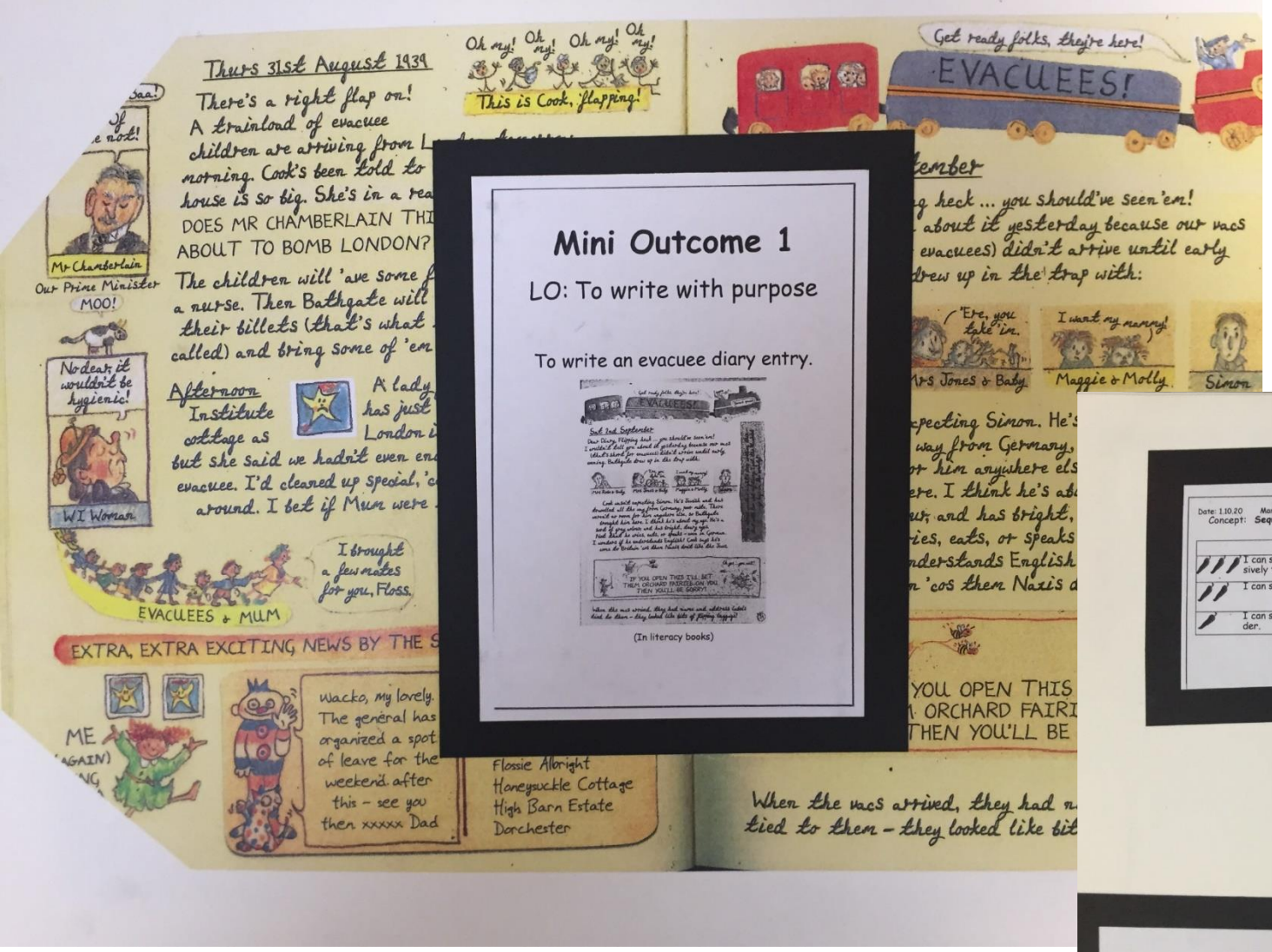
Dear diary, today I woke up at 7:00 AM. Ate some breakfast, got ~~changed~~ changed and left the house at 8:20AM. Got to school at 8:35AM. Did the register. We did 11 Rock stars. And then... BANG. Mr. Alan rattled in with a soldiers hat. Banging on something ~~while~~ while trying to say something through a gas mask. "Get under your tables!" We all got under the table but of course Robert stood at the front and started singing. Like who would do. That. But then he started screaming at Robert and Woman while holding a bucket of sand. Finally, EVERYONE got under the tables. To me it was so weird. Then Mr. Alan left the classroom screaming. Then he came back with just a soldiers hat. And... started screaming again but this time he said to go outside. ~~I~~ I by we ran outside. We ~~meet~~ meet up shoulder to ~~soldier~~ shoulder. He put us in three separate lines. Of course I was the second rattled so I was wild. He taught us how to ~~Mad~~ march. Left! Right! First your left foot then your right. Then he taught us to do right and left wheel. He tourtured a few people, rusted a few, and shouted at some, but hey, it was a nice experience. $110 would do again. Actually, maybe not.

First person ✓
Tense – ✓ good mixture
Feelings ✓


The children were really scared to hear a siren go off in the classroom and have a warden shout at them to line up and parade around the school yard.
Task - Think about the events of this morning. Recount them as a diary entry.
Task - Think about the events of this morning. Recount them as a diary entry.


Drama Workshop
t us all to warm up in drama by asking us to
the hall pretending to be different characters.


Both Y6 classes worked together and were given a clip to work on. We put together a freeze frame to represent what was happening.
Tableaux

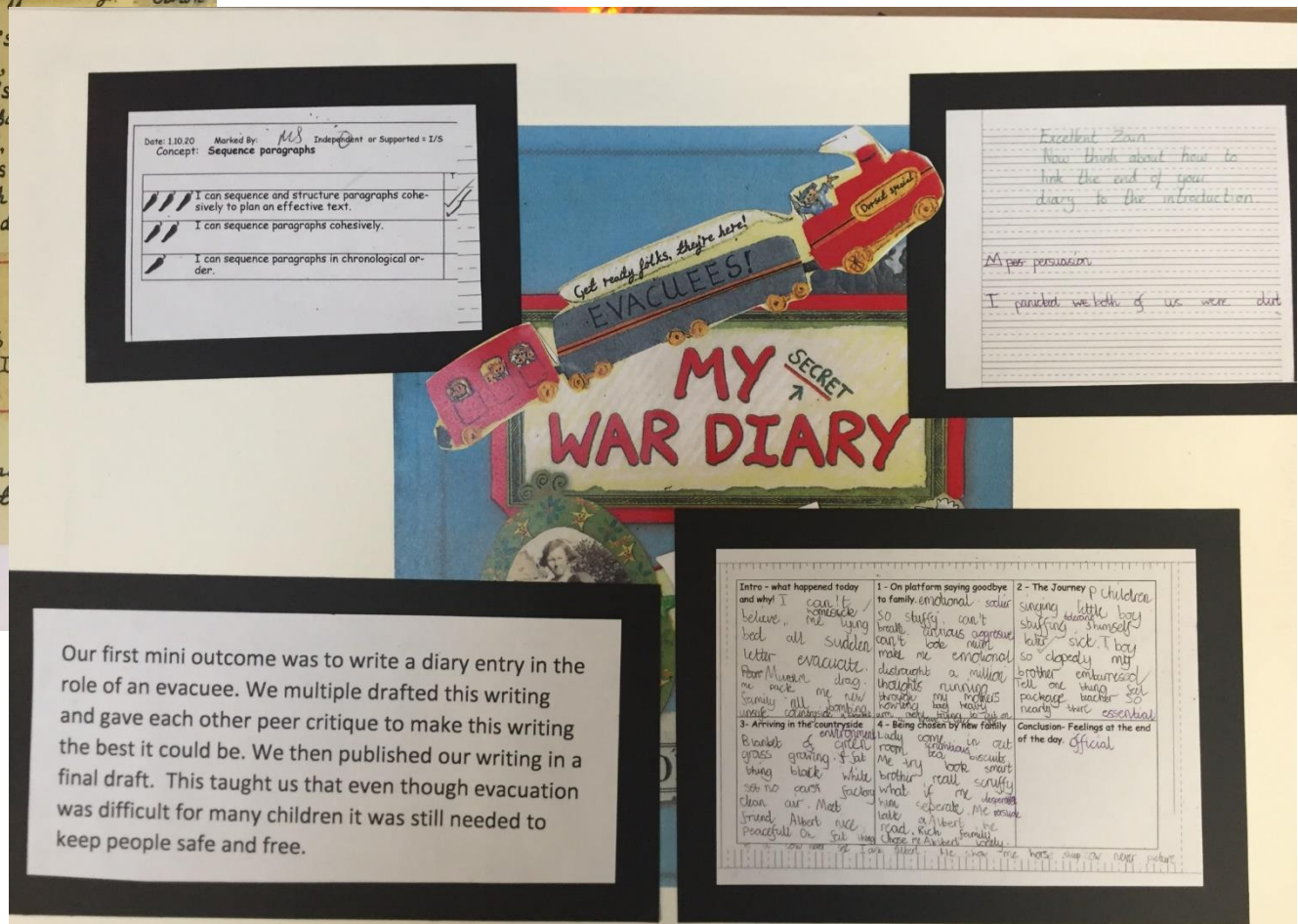


Mini Outcome 1

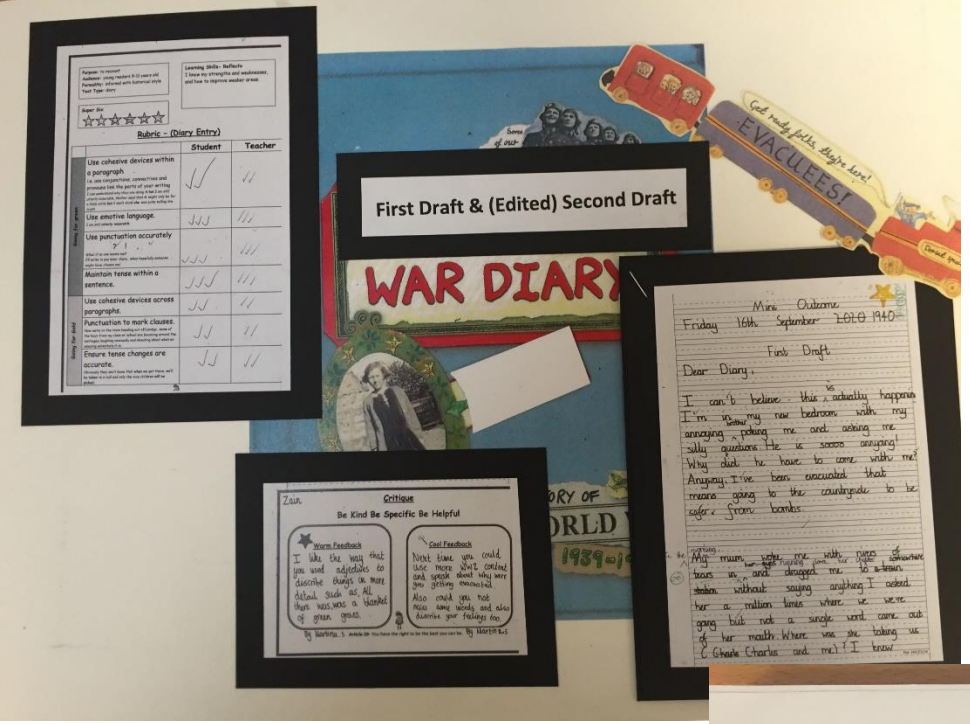
LO: To write with purpose

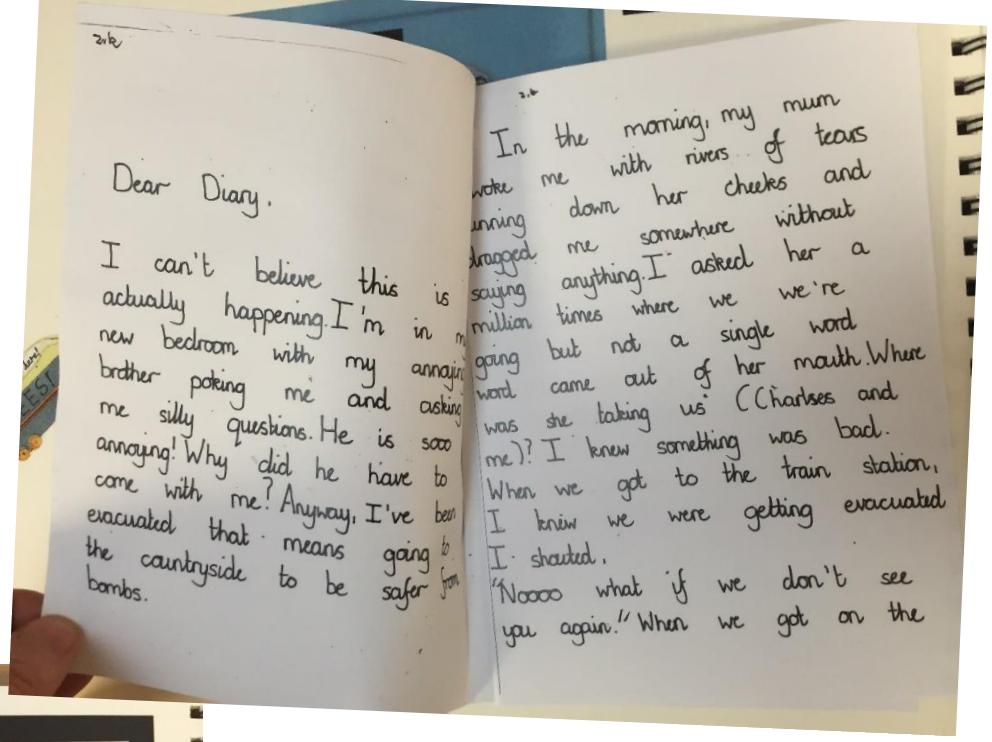
To write an evacuee diary entry.

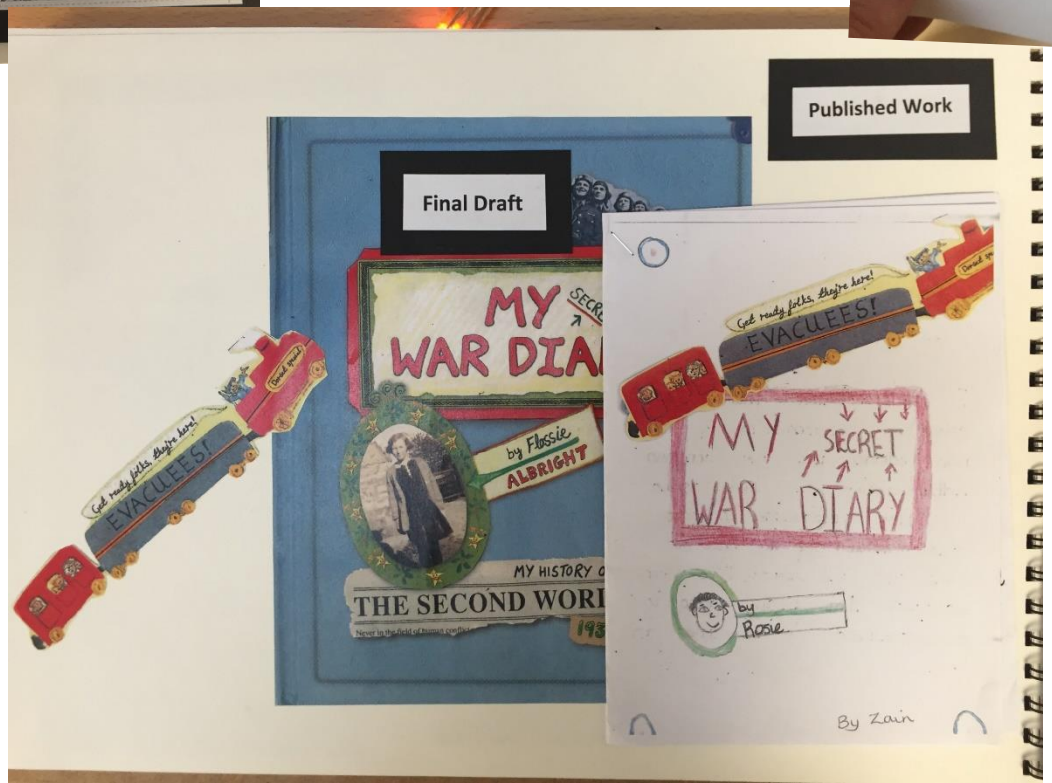
(In literacy books)

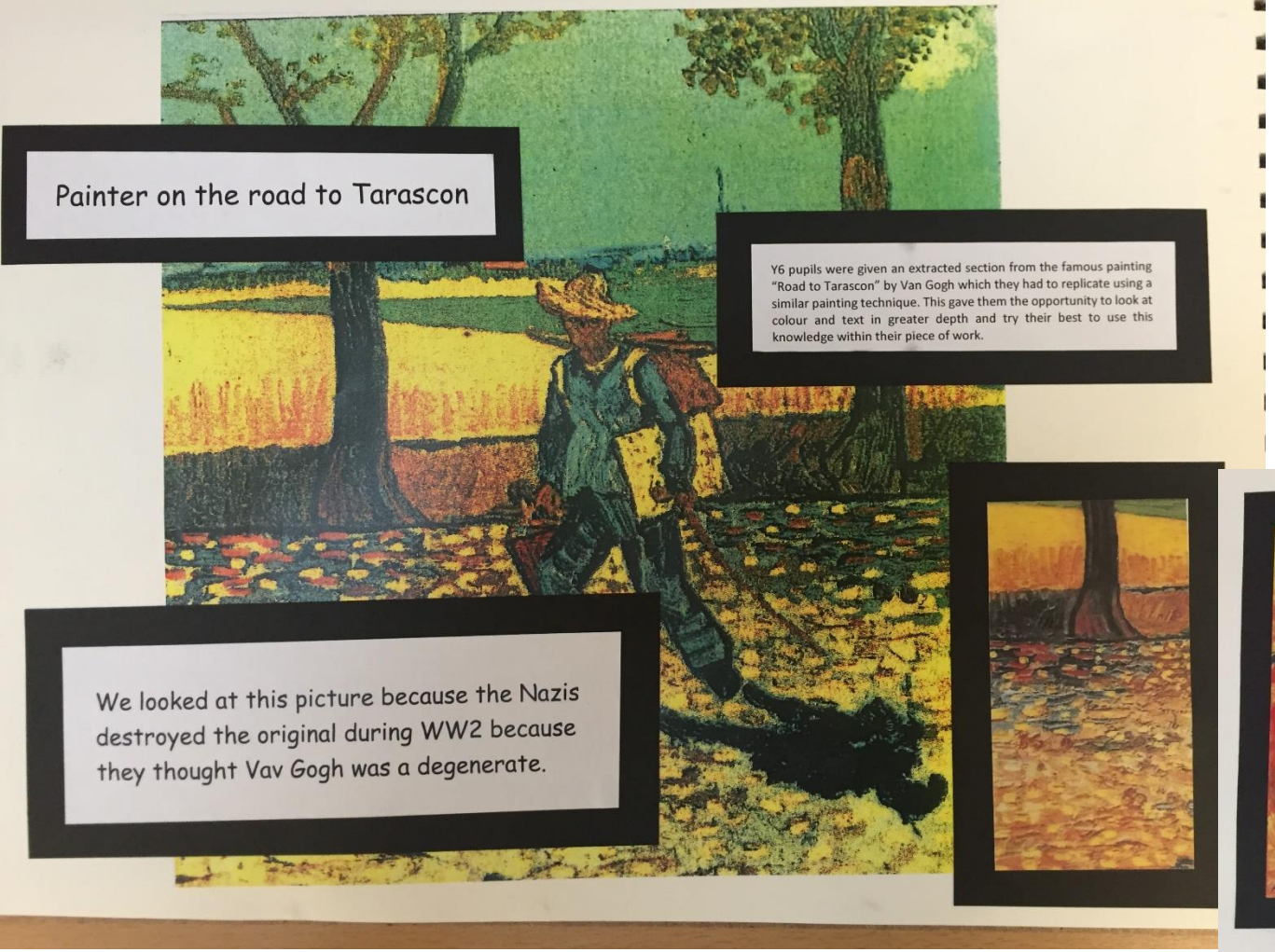


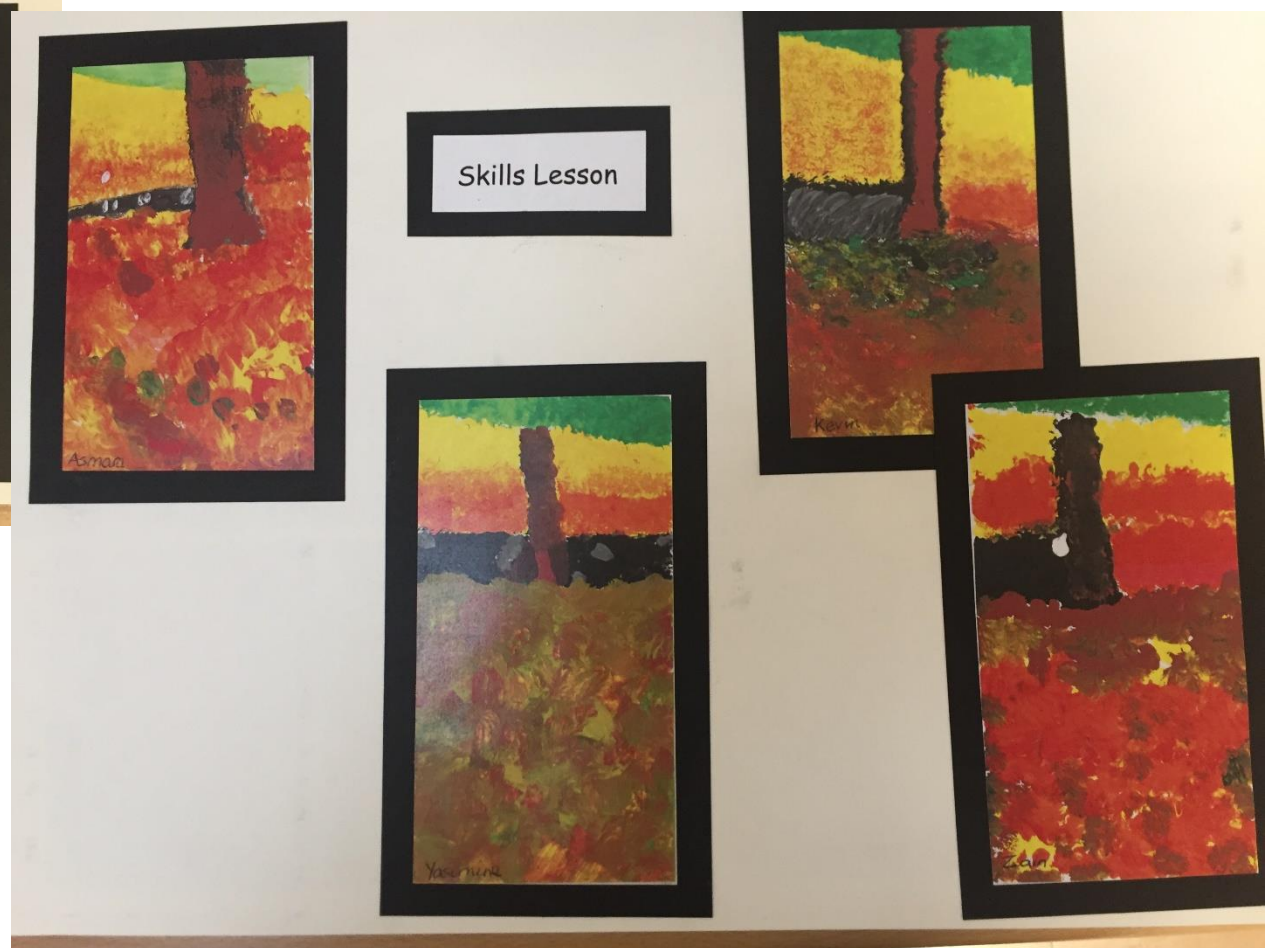
Our first mini outcome was to write a diary entry in the role of an evacuee. We multiple drafted this writing and gave each other peer critique to make this writing the best it could be. We then published our writing in a final draft. This taught us that even though evacuation was difficult for many children it was still needed to keep people safe and free.


Rubric - (Diary Entry)
Student
Teacher
Use cohesive devices within a paragraph
Use emotive language.
Use punctuation accurately
Maintain tense within a sentence.
Use cohesive devices across paragraphs.
Punctuation to mark clauses.
Ensure tense changes are accurate.
First Draft & (Edited) Second Draft
WAR DIARY
Get ready folks, they're here!
EVACUEES!
Mine Outcome
Friday 16th September 1940
First Draft
Dear Diary,
I can't believe this is actually happening I'm in my new bedroom with my annoying brother poking me and asking me silly questions. He is soooo annoying! Why did he have to come with me? Anyway, I've been evacuated that means going to the countryside to be safer from bombs.
Critique
Be Kind Be Specific Be Helpful
Warm Feedback
I like the way that you used adjectives to describe things in more detail such as, All there was was a blanket of green grass.
Cool Feedback
Next time you could use more WWII content and speak about why were you getting evacuated.
Also could you not miss some words and also describe your feelings too.


2nd
Dear Diary,
I can't believe this is actually happening. I'm in my new bedroom with my annoying brother poking me and asking me silly questions. He is sooo annoying! Why did he have to come with me? Anyway, I've been evacuated that means going to the countryside to be safer from bombs.
In the morning, my mum woke me with rivers of tears running down her cheeks and dragged me somewhere without saying anything. I asked her a million times where we we're going but not a single word came out of her mouth. Where was she taking us (Charlses and me)? I knew something was bad. When we got to the train station, I knew we were getting evacuated I shouted, "Noooo what if we don't see you again." When we got on the


Published Work
Final Draft
MY WAR DIA
by Flossie ALBRIGHT
THE SECOND WORL
Get ready folks, they're here!
EVACUEES!
MY SECRET WAR DIARY
by Rosie
By Zain


Painter on the road to Tarascon
Y6 pupils were given an extracted section from the famous painting "Road to Tarascon" by Van Gogh which they had to replicate using a similar painting technique. This gave them the opportunity to look at colour and text in greater depth and try their best to use this knowledge within their piece of work.
We looked at this picture because the Nazis destroyed the original during WW2 because they thought Vav Gogh was a degenerate.


Skills Lesson

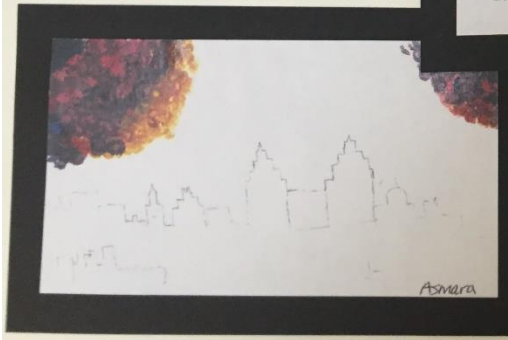
Applied Work

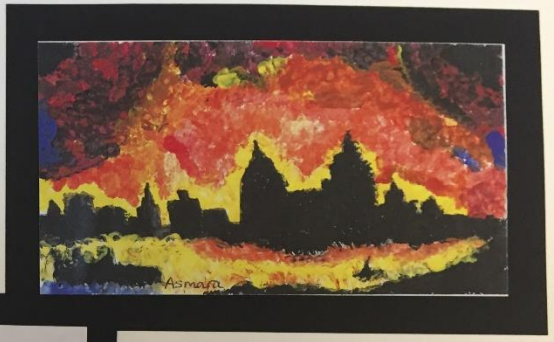
5.10.20 Marked By: BP Independent or Supported = I/S
Kevin
Art
Concept: To master techniques - Painting
MS3 - Use brush techniques and the qualities of paint to create texture.
Use the qualities of acrylic paints to create visually interesting pieces.

5.10.20 Marked By: BP Independent or Supported = I/S
Bethany
Art
Concept: To master techniques - Painting
MS3 - Use brush techniques and the qualities of paint to create texture.
Use the qualities of acrylic paints to create visually interesting pieces.

5.10.20 Marked By: BP Independent or Supported = I/S
Asmara
Art
Concept: To master techniques - Painting
MS3 - Use brush techniques and the qualities of paint to create texture.
Use the qualities of acrylic paints to create visually interesting pieces.

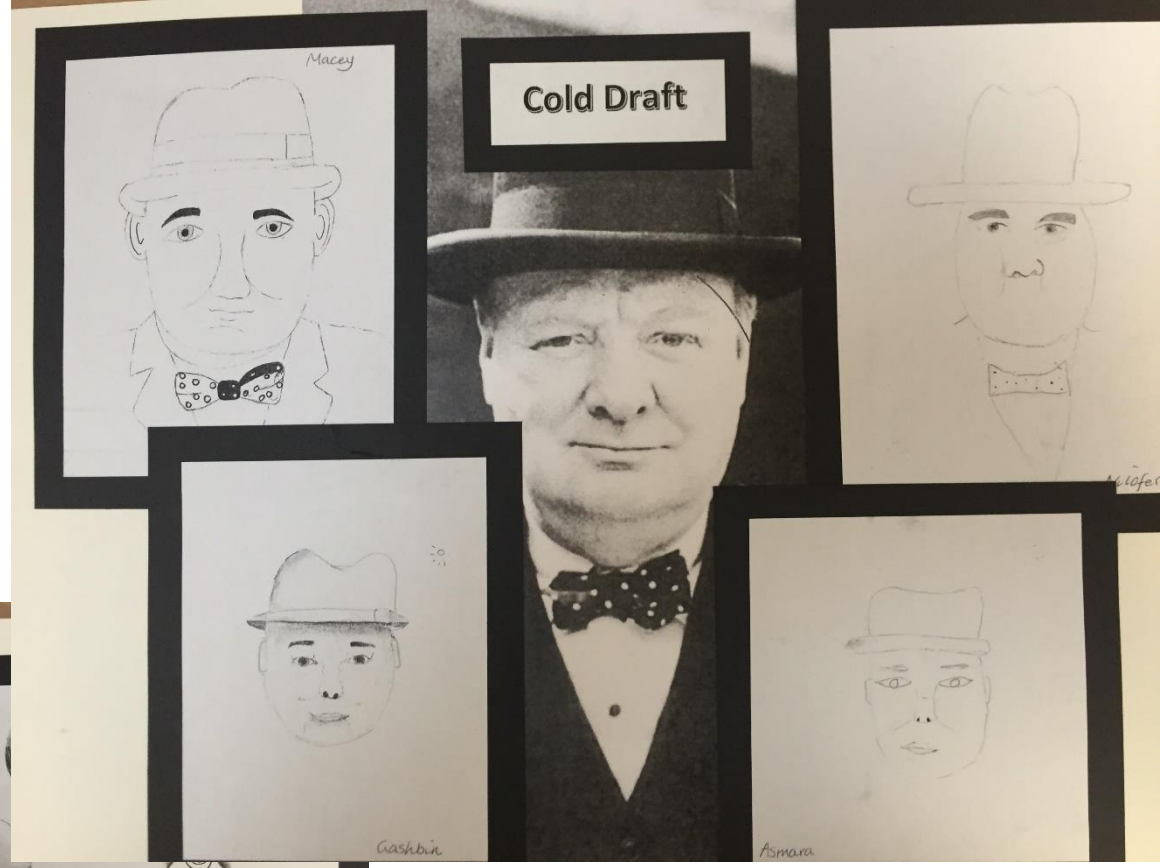
We also looked at the artwork of Vincent Van Gogh because he was labelled as a degenerative artist by The Nazis during world war two and some of his work was destroyed this shows how people's freedom of expression was affected. We imitated his style to create our own paintings of the blitz.

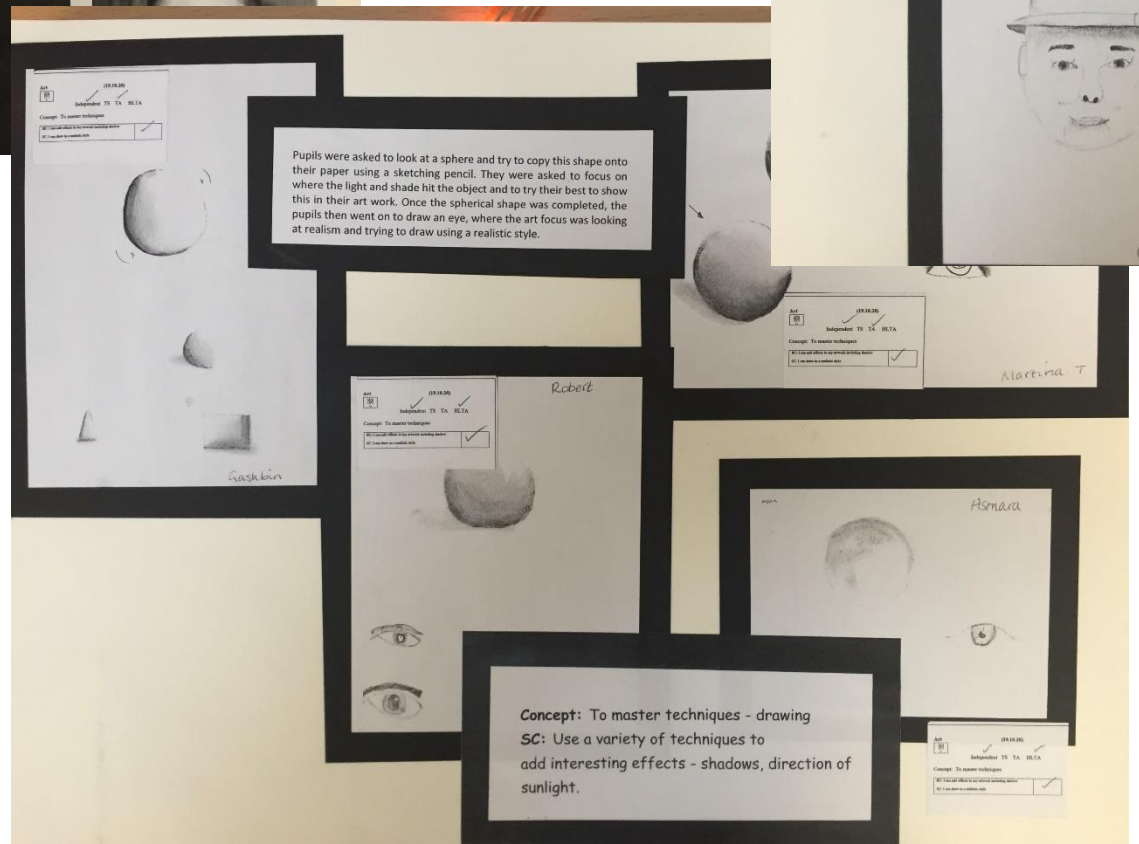




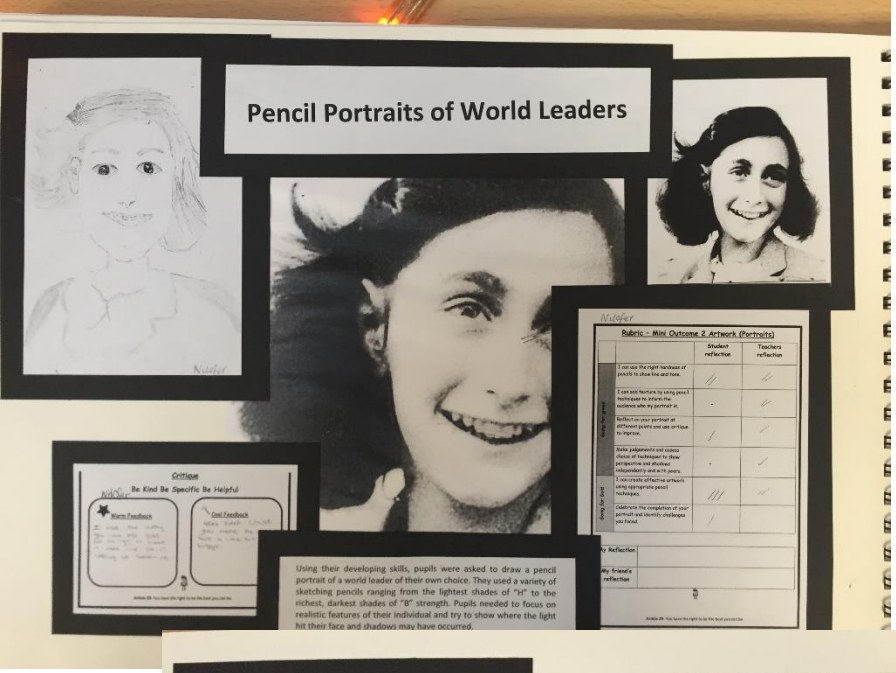
Final Draft

Mini Outcome 2
LO: To master techniques
To create a pencil portrait of someone who has impacted on our freedom.

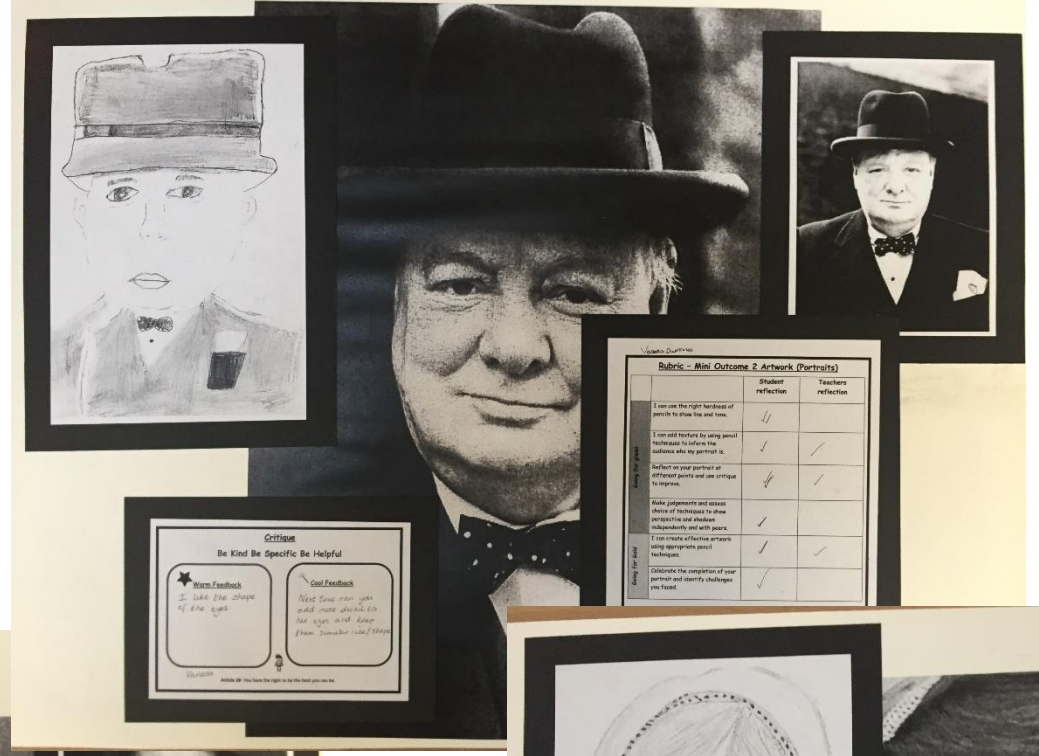

Macey
Cold Draft
Gashbin
Asmara

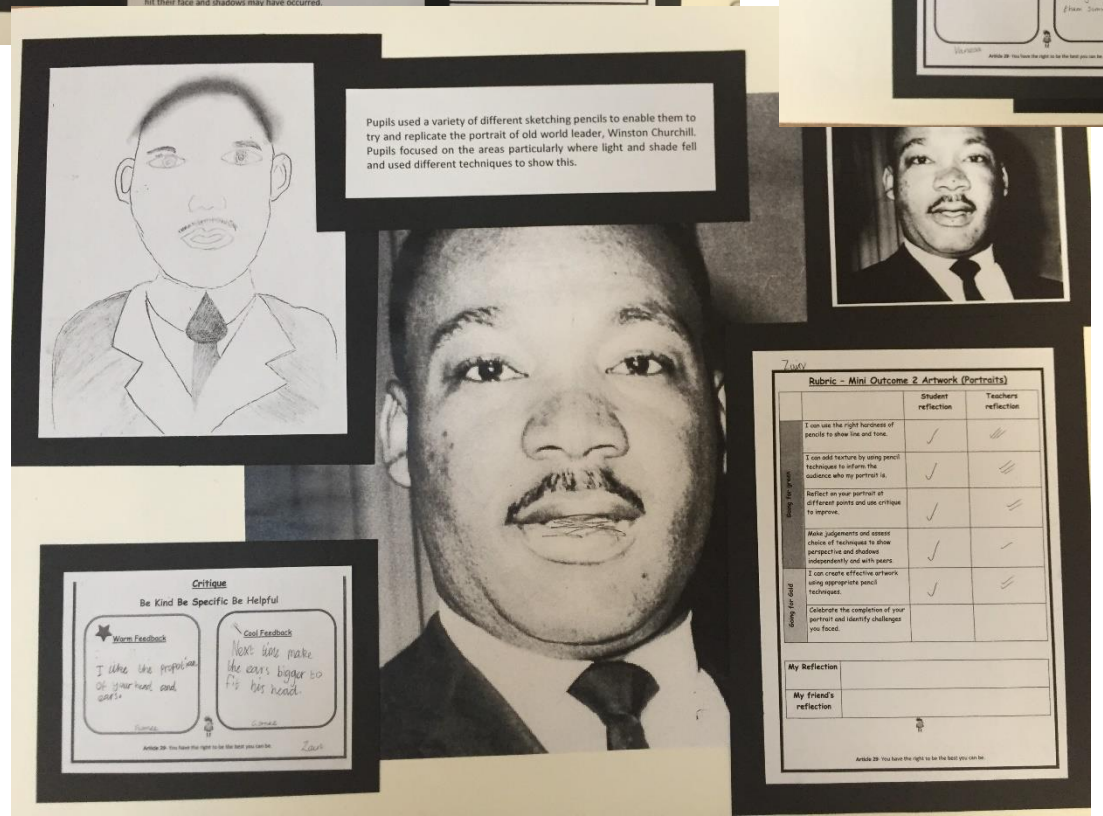

Pupils were asked to look at a sphere and try to copy this shape onto their paper using a sketching pencil. They were asked to focus on where the light and shade hit the object and to try their best to show this in their art work. Once the spherical shape was completed, the pupils then went on to draw an eye, where the art focus was looking at realism and trying to draw using a realistic style.
Gashbin
Robert
Martina T
Asmara
Concept: To master techniques - drawing
SC: Use a variety of techniques to add interesting effects - shadows, direction of sunlight.

Pencil Portraits of World Leaders

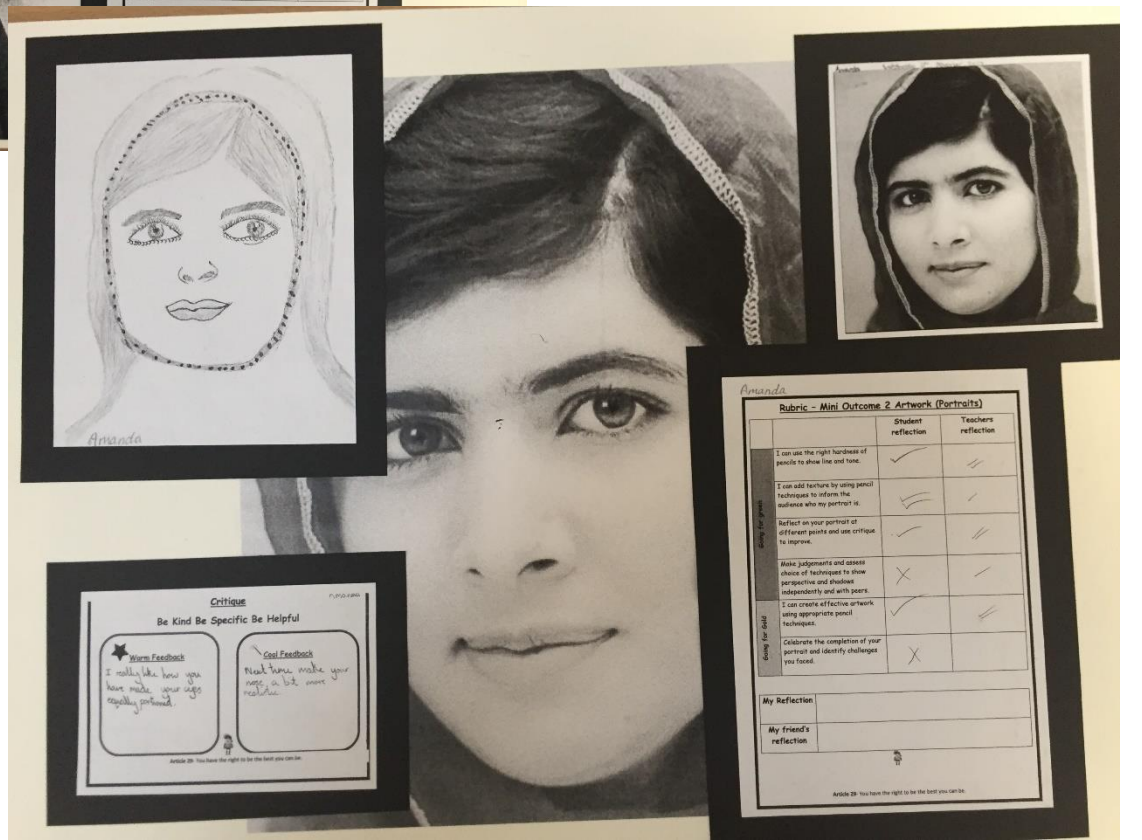


Using their developing skills, pupils were asked to draw a pencil portrait of a world leader of their own choice. They used a variety of sketching pencils ranging from the lightest shades of "H" to the richest, darkest shades of "B" strength. Pupils needed to focus on realistic features of their individual and try to show where the light hit their face and shadows may have occurred.



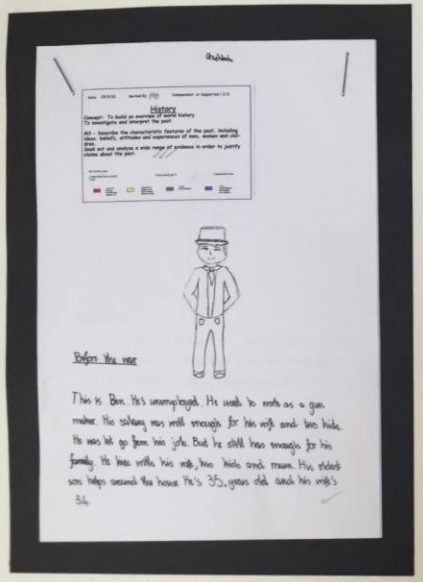


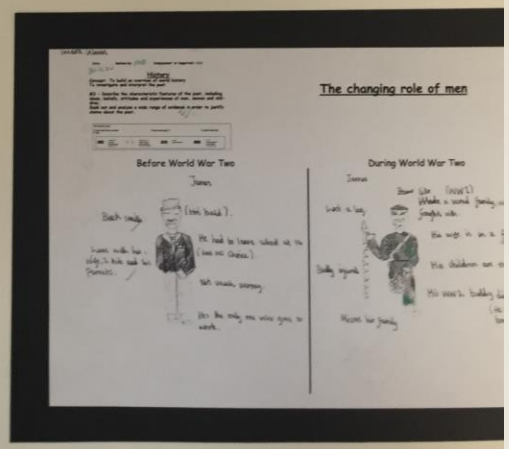
Pupils used a variety of different sketching pencils to enable them to try and replicate the portrait of old world leader, Winston Churchill. Pupils focused on the areas particularly where light and shade fell and used different techniques to show this.

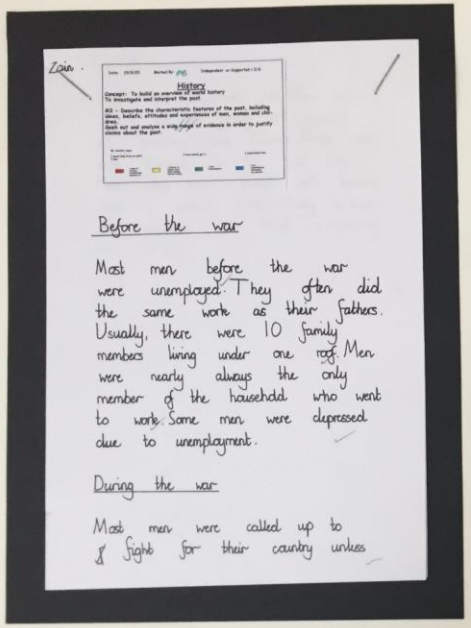


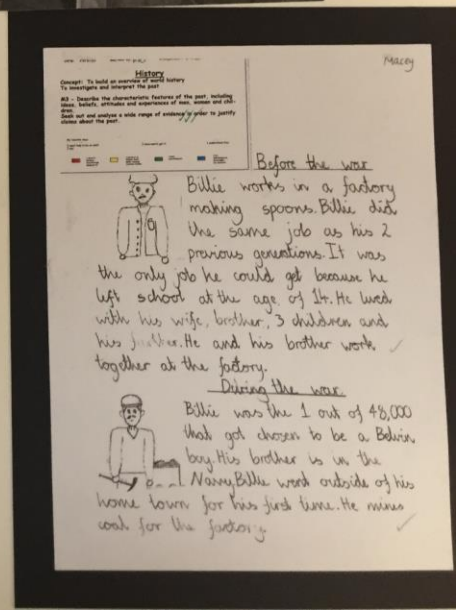
History

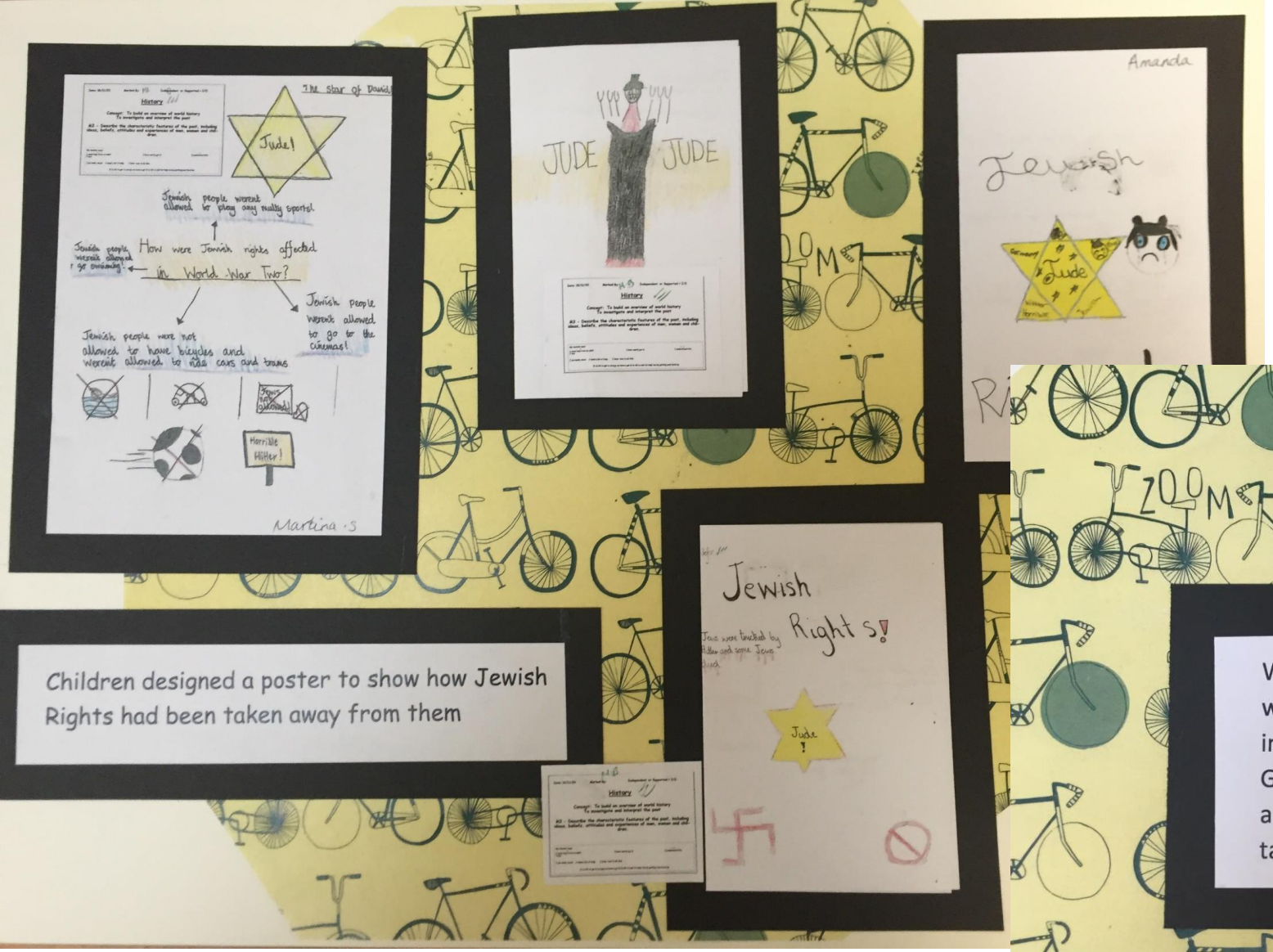
Y6 pupils investigated what happened to the role of men during the war years. They discovered facts about what kind of jobs they would have had pre-war and the fact that many conscripted and joined the armed forces to fight for their country. We found out that the economy had taken a huge hit after World War One and that as a country we didn't have a lot of money, therefore, jobs were scarce at this time and families were hugely dependent on the men being fit enough to go out and work in extremely harsh conditions in some cases. The pupils' findings were then put into an extended piece of writing or in an artistic way, with a pictorial diagram of what men would look like. These pictures were coloured in and labelled with interesting facts.











Children designed a poster to show how Jewish Rights had been taken away from them

We have also looked at how Jewish people's rights were affected when the Nazis came to power. We investigated how this religious group were blamed for Germany's problems through the use of proper-gander and then were persecuted by having their freedoms taken away which led to the horrors of holocaust.

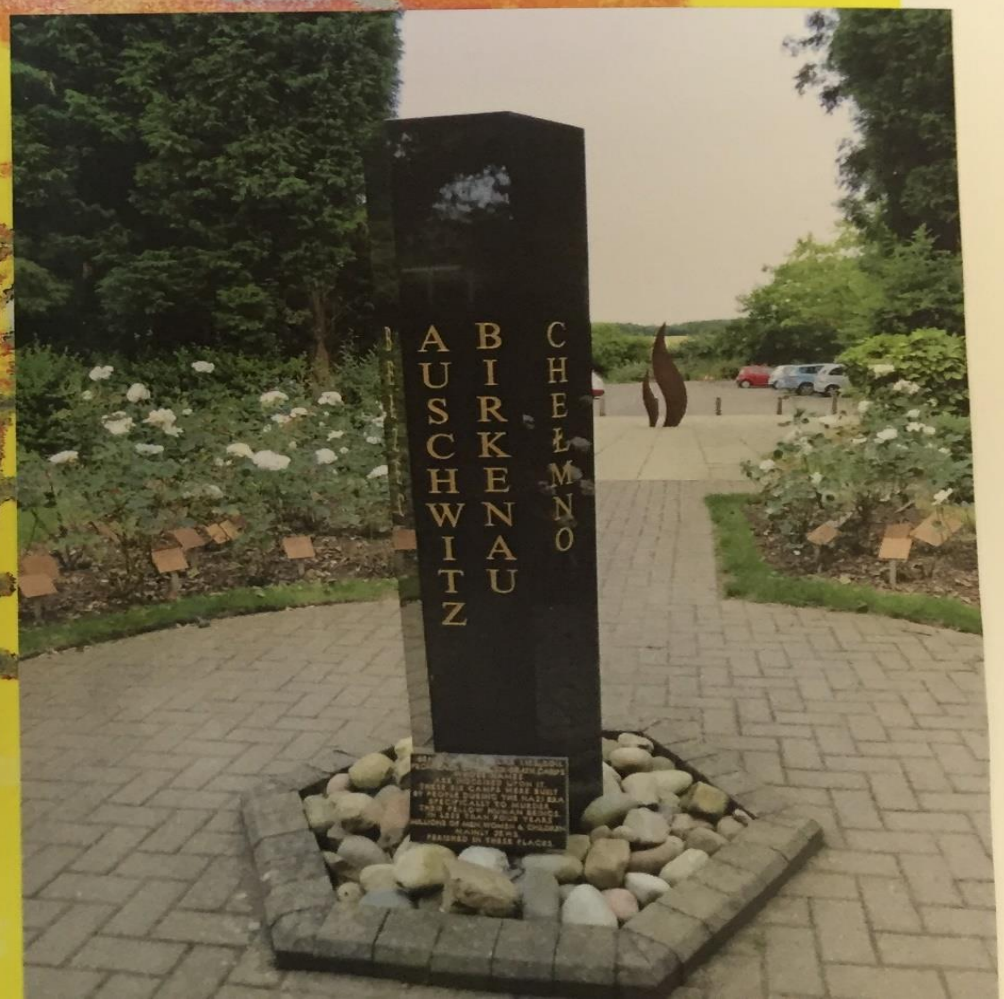
Final Outcome

A class book

To create an anthology of all our learning to be shared with other children and to be displayed at the National Holocaust Centre.

DREAMS of FREEDOM

THE NATIONAL
HOLOCAUST CENTRE
AND MUSEUM



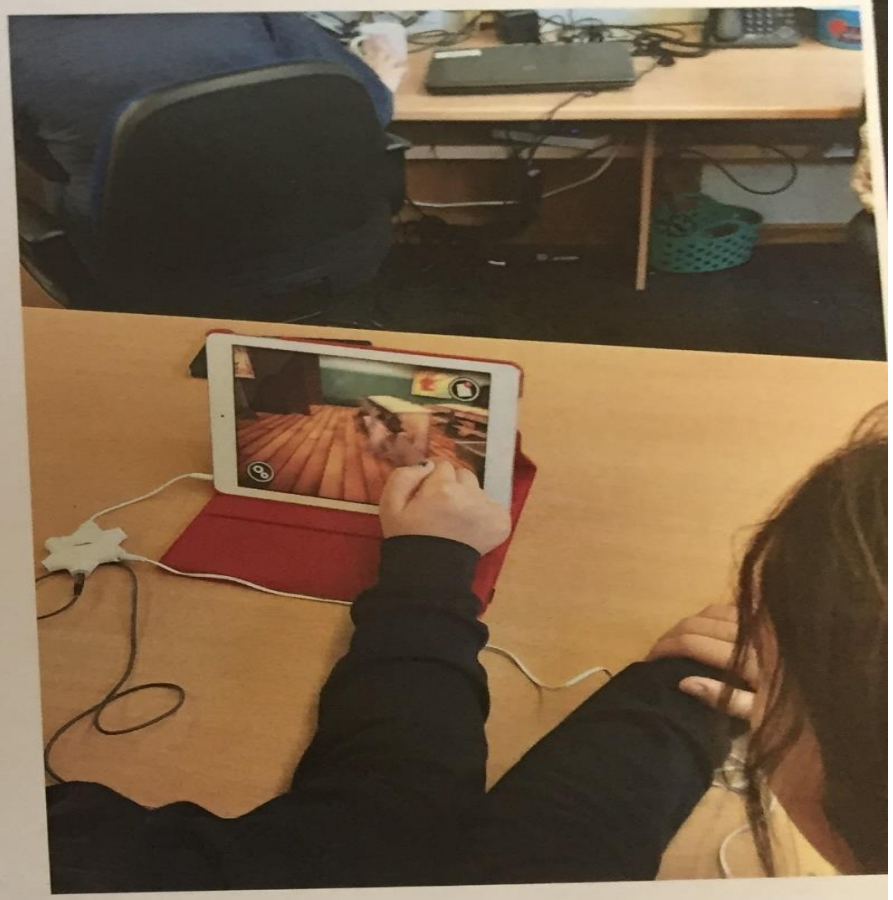
To: Micheal Skjold
Cc: Michaela Baker; Richard Hawley

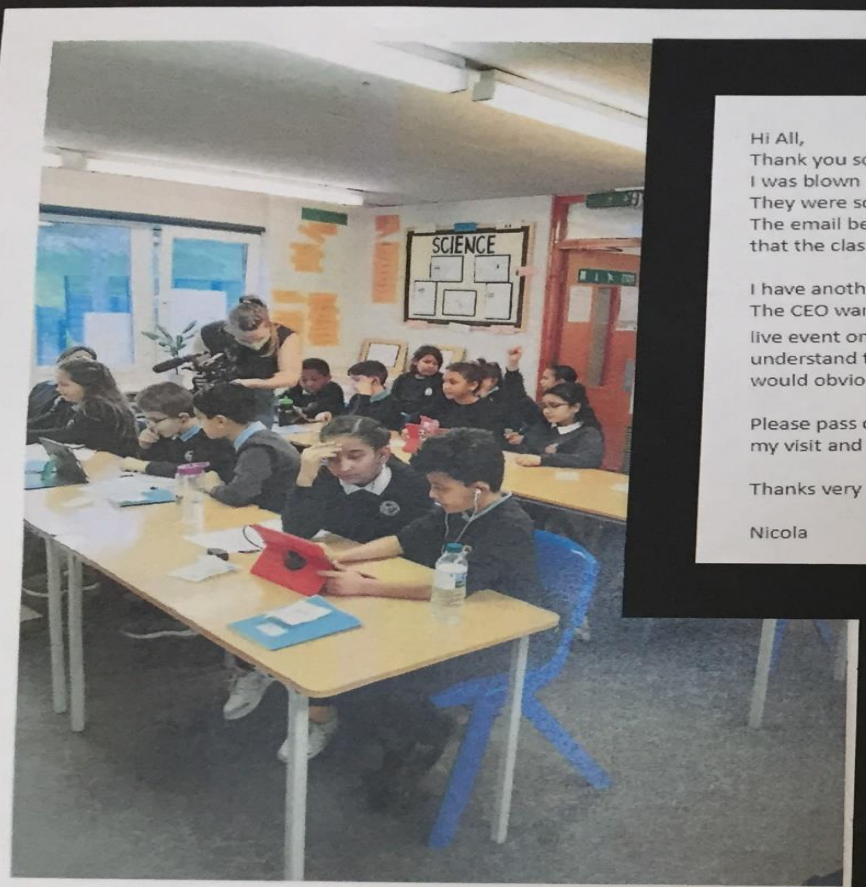
Hello,
A huge thank you from me for letting me come into your school and test our app on your wonderful pupils.
The little film clips are great and the team back at the centre are very pleased.
The CEO has asked if we could possibly look at setting up the survivor zoom/teams so that your students can share work and ask the survivor questions and have some of it professional filmed.
However the turnaround for it is tight because they want to use it for the app launch event on December 2nd.
Would it work at all for me to do something like this end of next week? Thursday afternoon or any time on Friday? Not a problem if this does not fit with your plans next week.

Have a lovely weekend and thanks again

Nicola

Our Final Outcome was to present a class book to 'The National Holocaust Musuem'. But due to 'Covid 19' restrictions the Y6's were not permitted to visit the museum. So a lady called Nicola, who works at the museum kindly offered to come into school and work with the Y6 children. The children were encouraged to share their work and ask the survivor 'Ruth' questions.They were also asked to test a new app called 'The Journey' and were professionally filmed.





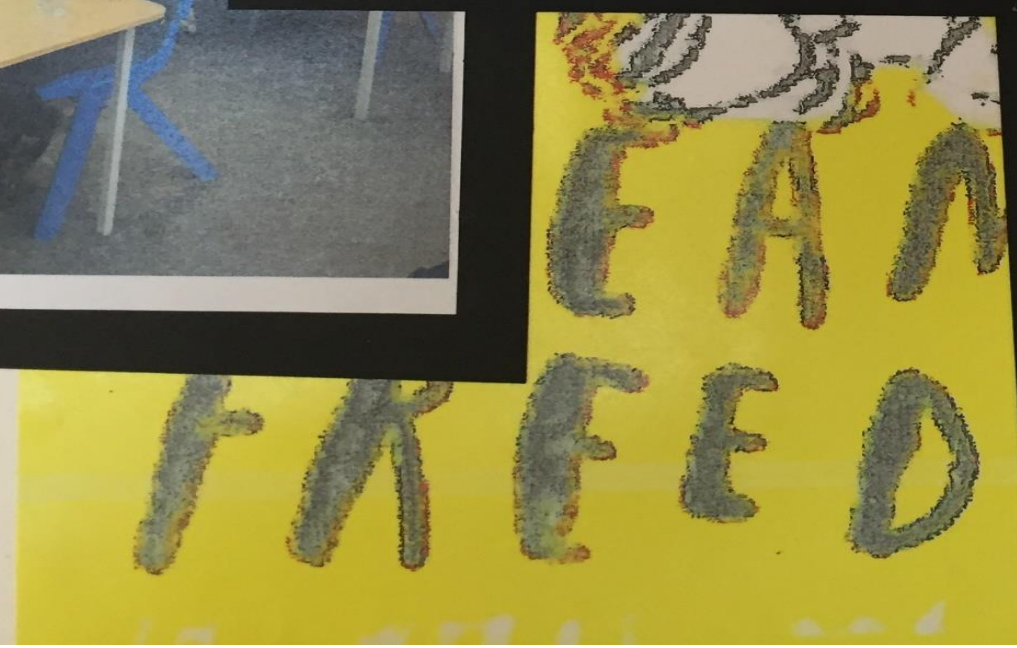
Hi All,
Thank you so much for yesterday.
I was blown away by how incredible your kids are.
They were so polite, accommodating and welcoming – it is such a pleasure to spent time in your school.
The email below is a message from Ruth about how she felt about the session. Please email me any questions that the class want to ask Ruth and I know she will take the take to reply.

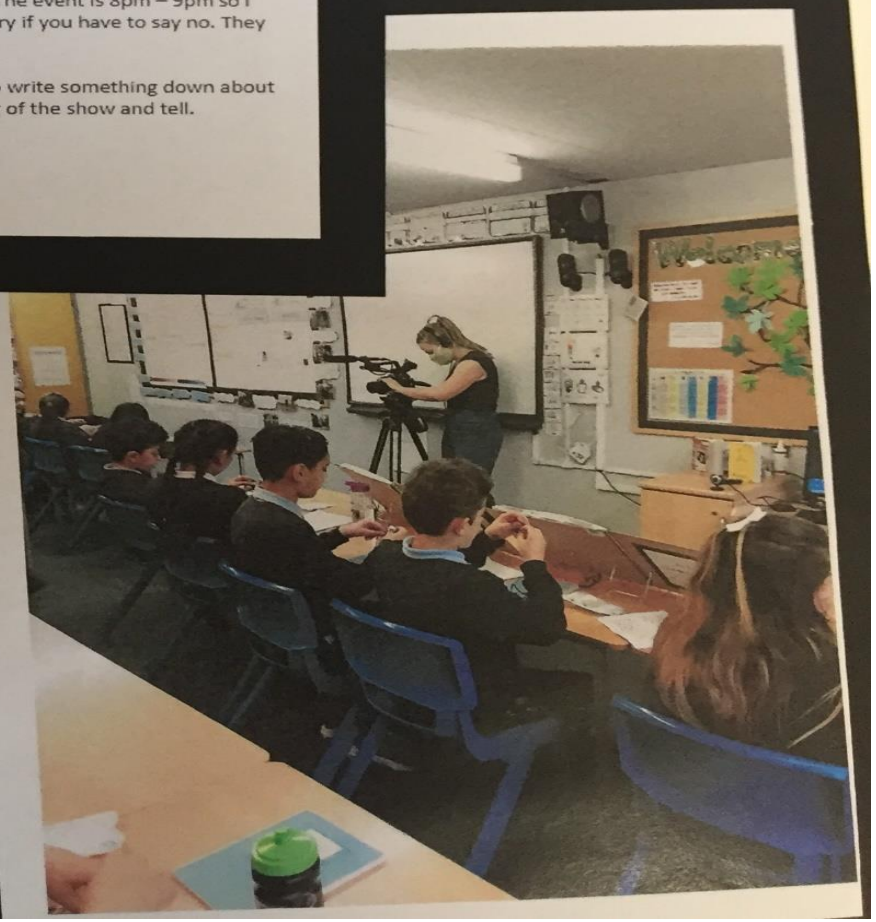
I have another request.
The CEO wants to know if one of the students, preferable one who was filmed would be able to zoom into the live event on Thursday 3rd December to be asked another couple of questions. The event is 8pm – 9pm so I understand that this might be a bit late for most students, so please do not worry if you have to say no. They would obviously need to have access to the internet at home.

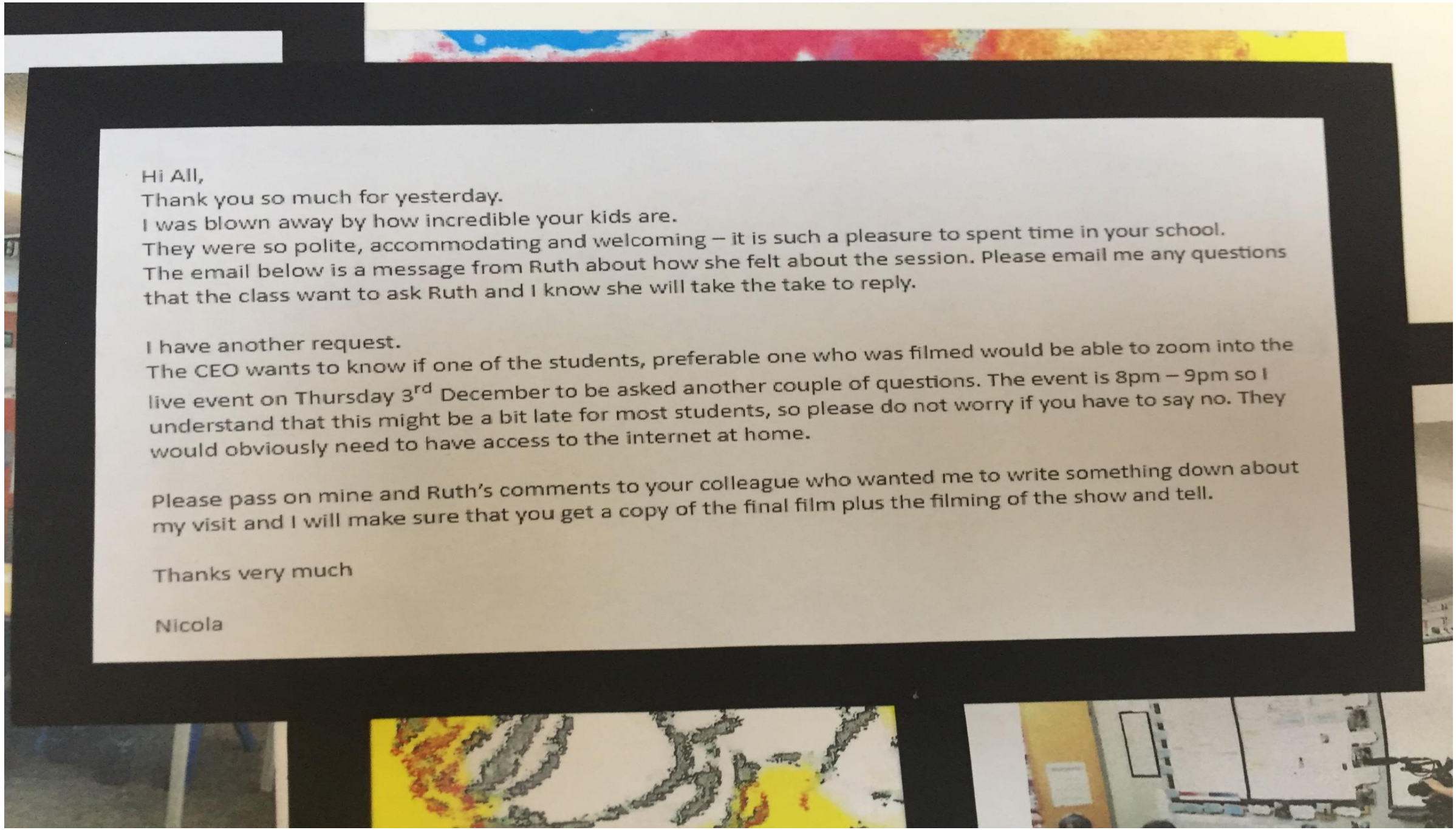
Please pass on mine and Ruth's comments to your colleague who wanted me to write something down about my visit and I will make sure that you get a copy of the final film plus the filming of the show and tell.

Thanks very much

Nicola







Hi All,
Thank you so much for yesterday.
I was blown away by how incredible your kids are.
They were so polite, accommodating and welcoming – it is such a pleasure to spent time in your school.
The email below is a message from Ruth about how she felt about the session. Please email me any questions that the class want to ask Ruth and I know she will take the take to reply.

I have another request.
The CEO wants to know if one of the students, preferable one who was filmed would be able to zoom into the live event on Thursday 3rd December to be asked another couple of questions. The event is 8pm – 9pm so I understand that this might be a bit late for most students, so please do not worry if you have to say no. They would obviously need to have access to the internet at home.

Please pass on mine and Ruth's comments to your colleague who wanted me to write something down about my visit and I will make sure that you get a copy of the final film plus the filming of the show and tell.

Thanks very much

Nicola

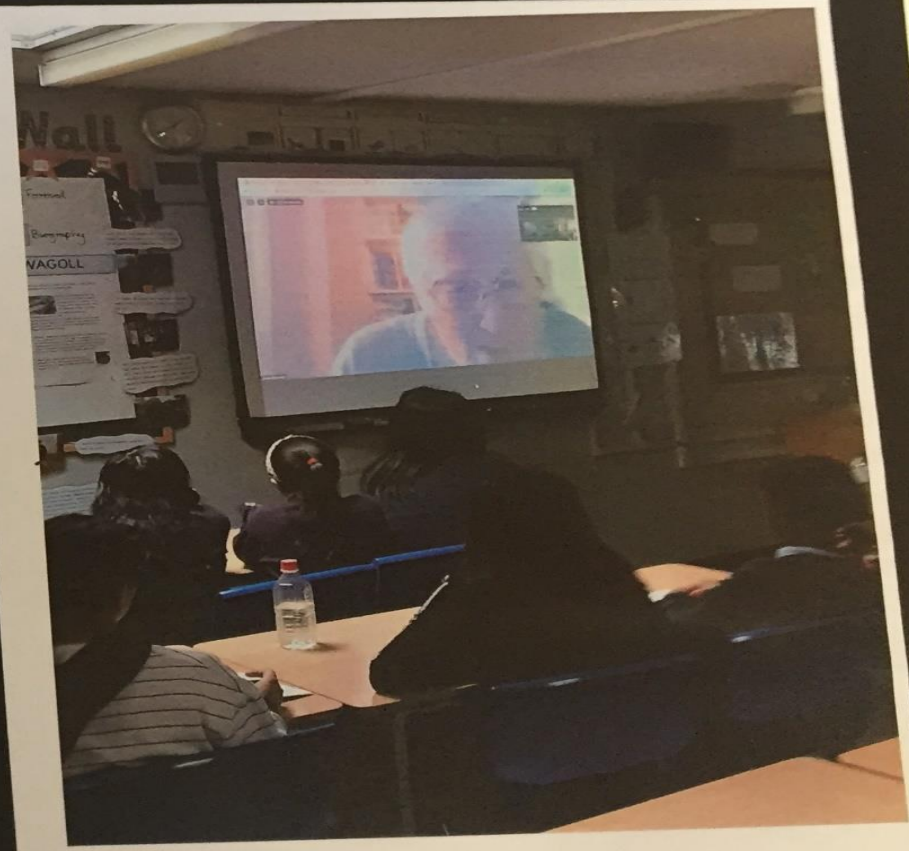
Listening to Ruth, a Jewish survivor from WWII, and asking her questions about her life really helped us to understand what freedom meant to her. The National Holocaust Centre also sent a film crew as they wanted to use the footage to launch their learning called 'The Journey'. We can't wait to see the results.

Dear Nicola,

It was a real pleasure, and a welcome temporary escape from reality, to be in the classroom at St. Anne's with you and the delightful group of 10/11 year olds. I hope the film turns out to your satisfaction. It is a much better way than having them all in the gallery on Zoom.I really felt myself to be in the classroom with you all. I am so sorry about the telephone. I had to have it on for you to call.

I hope we can do some more right in the classroom. I had a chat with Tania and she would love to come in the classroom too, if that is possible.

Do send me the other questions we didn't get round to and I will respond by email.
Keep safe and well
Love
Ruth



We have used our learning in this project to work with the National holocaust centre to help them develop a new app, which teaches people about the experience of Jewish children during the war. Getting to speak with a survivor helped us to understand our own feelings about what freedom meant to us.

Dear Nicola,

It was a real pleasure, and a welcome temporary escape from reality, to be in the classroom at St. Anne's with you and the delightful group of 10/11 year olds. I hope the film turns out to your satisfaction. It is a much better way than having them all in the gallery on Zoom.I really felt myself to be in the classroom with you all. I am so sorry about the telephone. I had to have it on for you to call.

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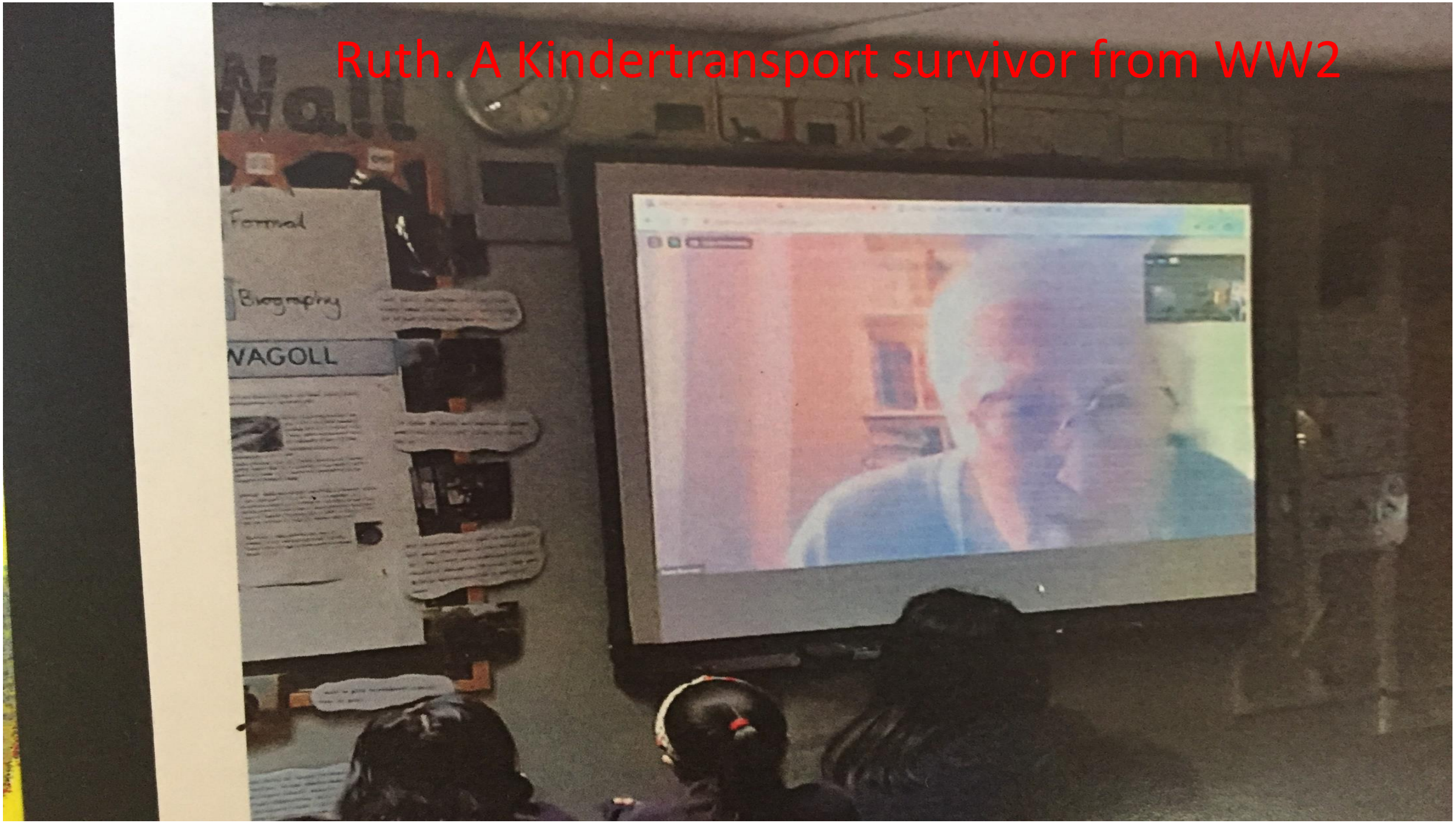
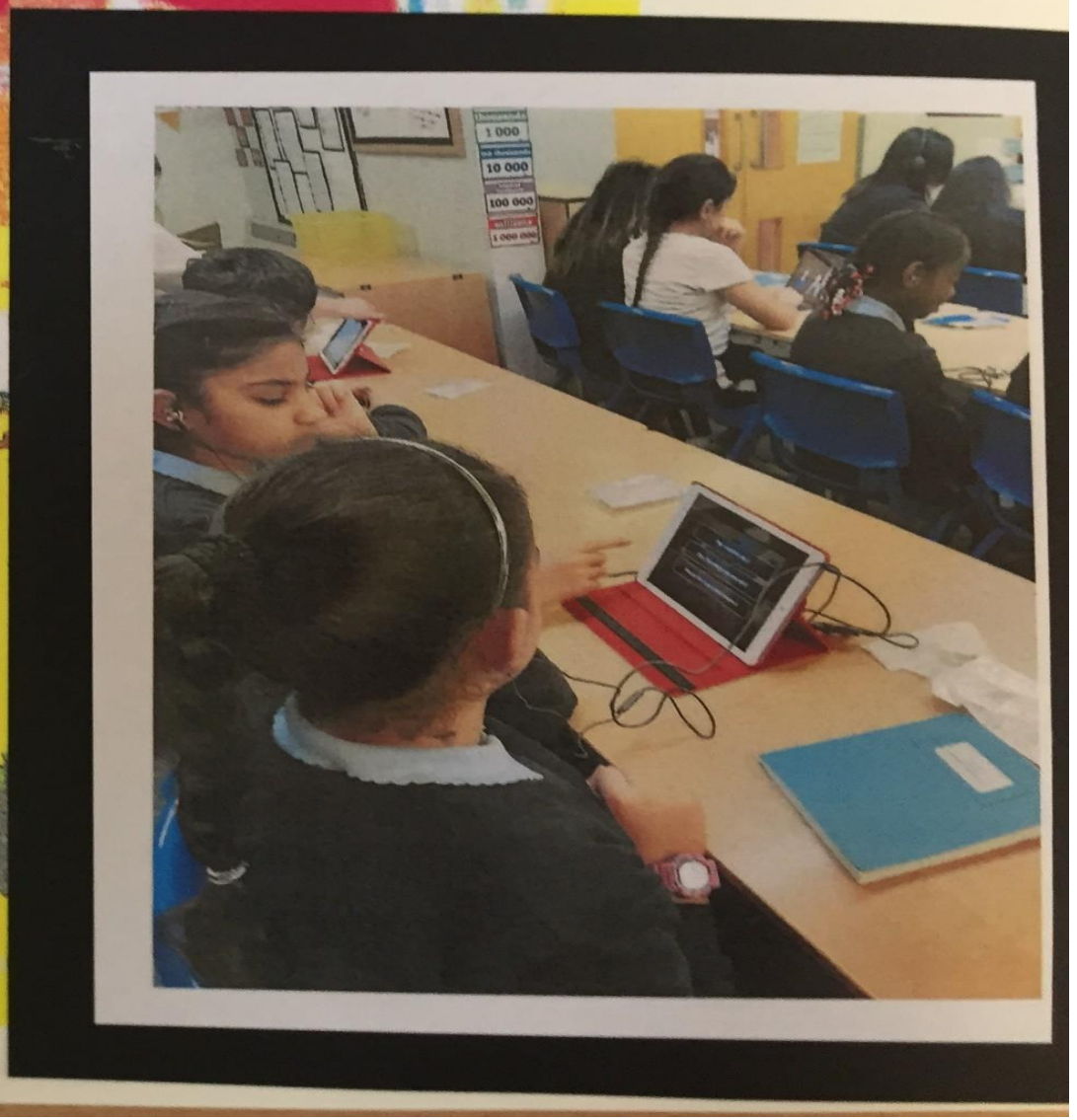
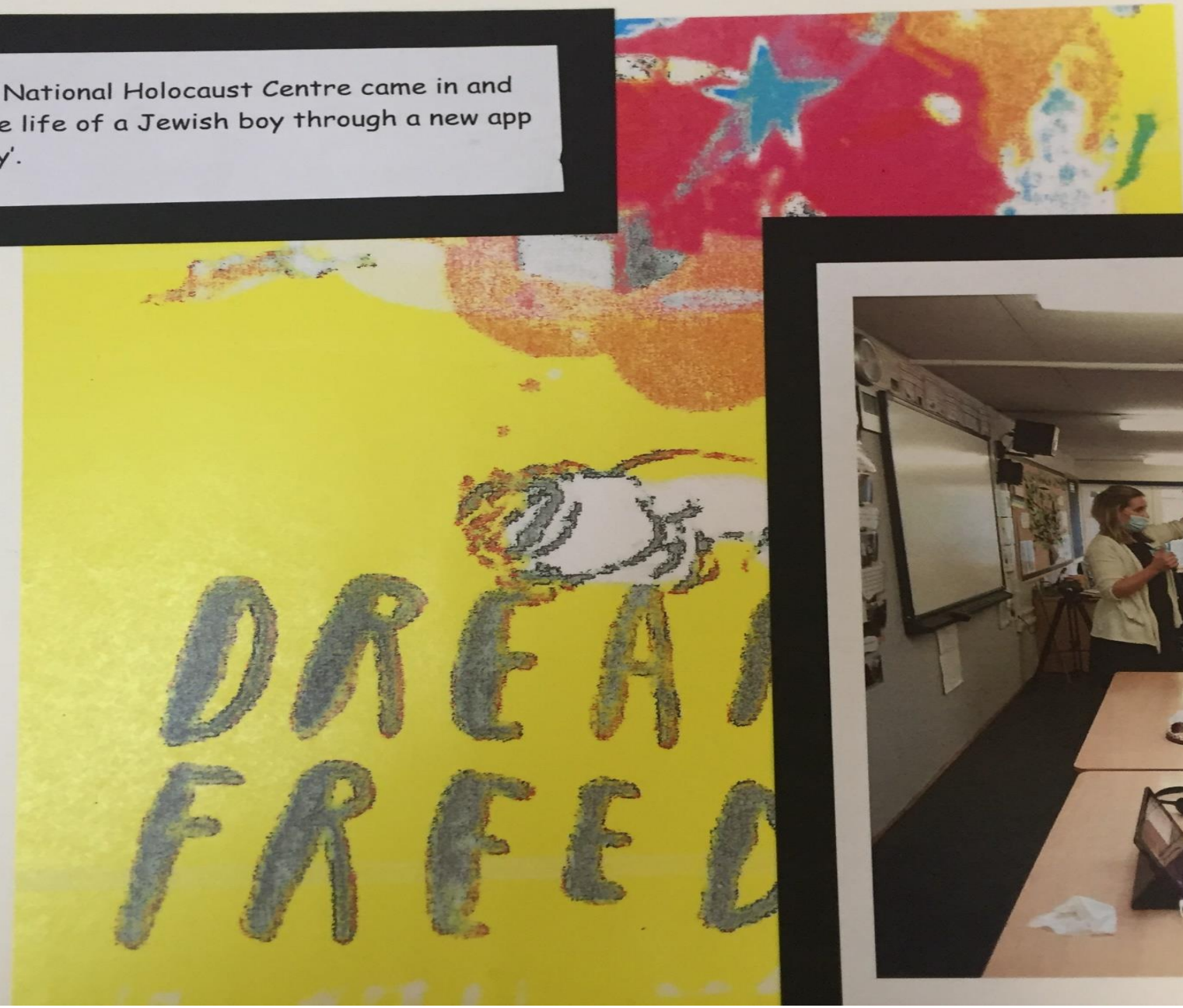
Keep safe and well
Love
Ruth

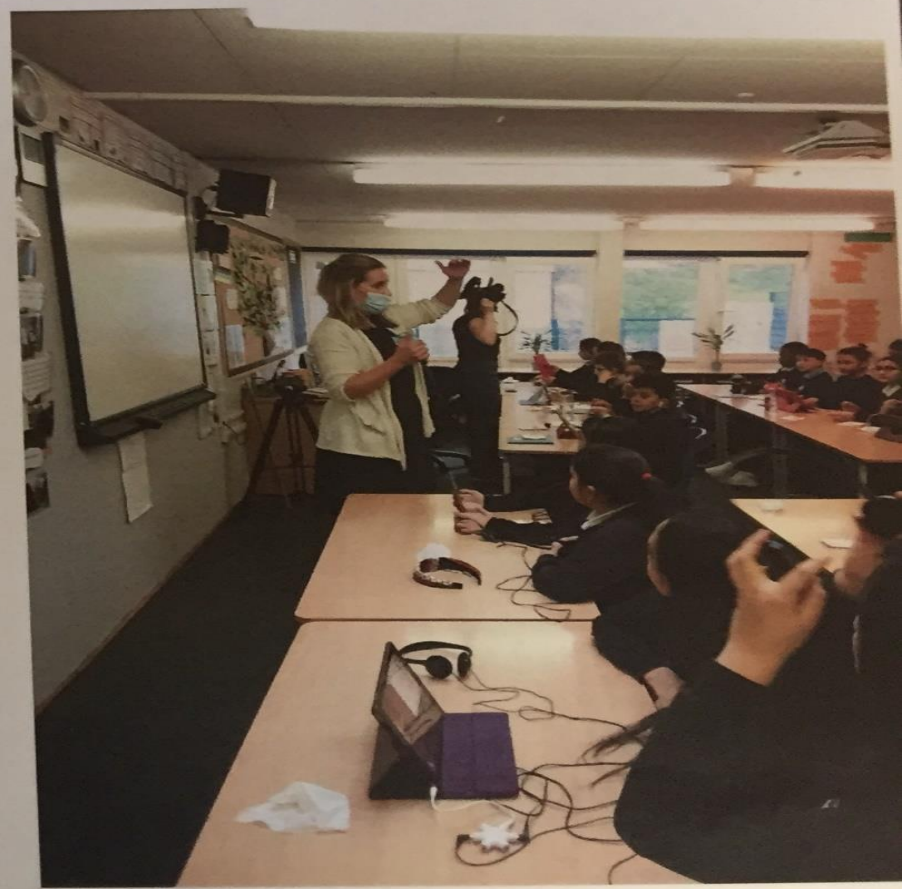
Ruth. A Kindertransport survivor from WW2





A visitor from the National Holocaust Centre came in and we learnt about the life of a Jewish boy through a new app called 'The Journey'.





Remembrance Day

Poppy Poem
For Remembrance

Silently, the blood-red poppies started to sway in the ice wind. They grew like a sign from the dead, breathing while I was staring at them.

Beyond the field, I see a blanket of red, gracefully the poppies flutter in the breeze. As they sway through the gentle wind I think of fallen soldiers that lost their souls for us.

As I see the bench's they remind me of bombing that tore the world apart. It was devastating to see.

As we slowly walk past the silent battle field, we see blood-red poppies. We proudly remember the soldiers who had lost their souls just for our freedom.

By Nilofer

Gashbir

Poppy Poem
for Remembrance

Silently, the poppies dance in the field of Flanders. Gently, their lime green stems lift the blood-red poppies up to the warm sun for the dead to see again.

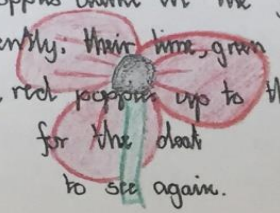
Beneath the sunrise's warmth, the poppies stand to show their respect to the dead. The united flowers are brave and silent soldiers watching over sea in their determined peace. Hoping to see their loved ones again as the sunrise glows on their bright, red petals. As they watch, each and every poppy fills the field like an ocean.

They'll never forget the [illegible]. Trees. Grass. All gone. Just like the

Gashbin

Poppy Poem
for Remembrance

Silently, the poppies dance in the field of Flanders. Gently, their lime, green stems lift the blood, red poppies up to the warm sun for the dead to see again.



Beneath the sunrise's warmth, the poppies stand to show their respect to the dead. The wilted flowers are brave and silent soldiers watching over us in their deserved peace. Hoping to see their loved ones again, as the sunrise glows on their bright, red petals. As they watch, each and every poppy fills the field like an ocean.

They'll never forget the traumatic battle. Trees. Grass. All gone. Just like the

memory of our brave
and strong soldiers. The rock hard mud destroyed
by the bombs. Pop holes as
their homes.
Bodies scattered everywhere, but they continue. The
trench is there graves. Last thing they'll
see, is a... bomb.

The poppies that once stood tall in the field, now stand
tall on our
clothes.
Silently we spend 2 minutes showing our respect.
On the 11th
November, 11th hour of the day (that's when WWI ended)
we remember...

As the project of World War Two encompasses Remembrance Day in modern day society, children were asked to think about the famous poem "Fields of Flanders" and the style the poet used when writing it. Pupils were given a brief to write a four-stanza poem focusing on the poppy field, the fields of Flanders, the soldiers fighting and the symbolic aspect of the poppy in our society today.

Asmaa

Poppy Poem
for Remembrance

The poppies are as red as a dead soldiers blood. As they dance on the fields of death. Its lime, green stems rise up the flower to the sunrise to see the dead again.

Beneath the sunrise's warmth, the poppies stand to show their respect to the dead. Peacefully, they watch the sunrise's glow.
They stretch across the field like a blanket of red. And as they wait patiently to see
their loved ones again...

The wild flowers are brave and silent voices whispering over us. For short days ago, we lived, saw

In Flanders' Fields

In Flanders' fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders' fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders' fields.

John McCrae

Poppy Poem for Remembrance

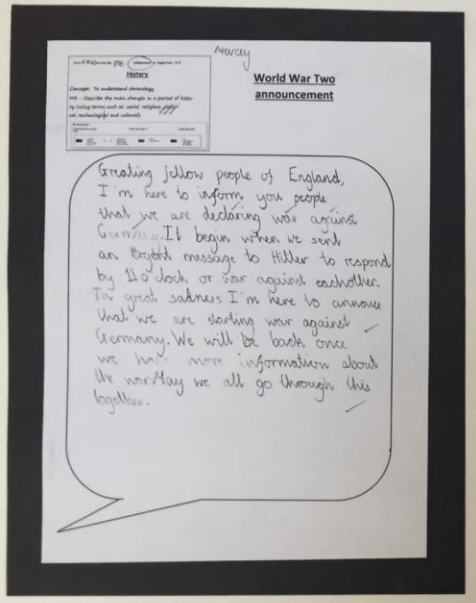
Silently weeping the scarlet graceful poppy graciously stood there remembering the dead.

Swooshing softly in the cool wind filling the air with peaceful atmosphere and those who fought bravely in the war they will rest in peace. Above the red flower marks their grave as the field shines as the sun rises.

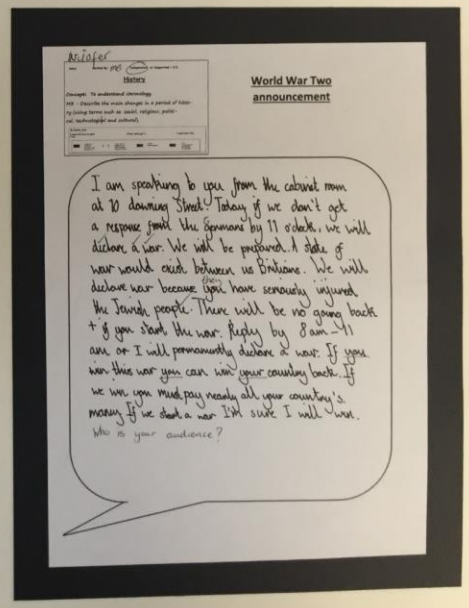
Years ago, soldiers fought for the sake of the world as countless amounts of their allies fell to the wrath of utter demons. Trenches soaked in the blood of their allies.

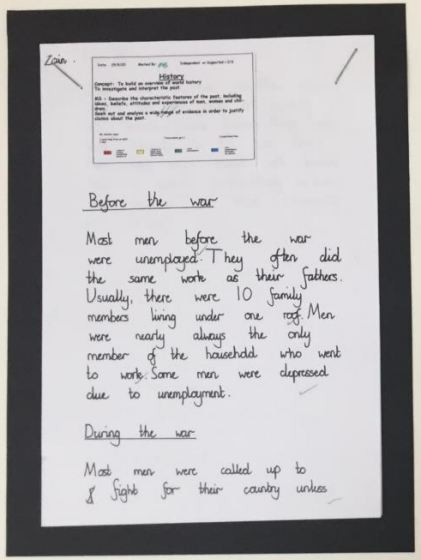
Ahmad

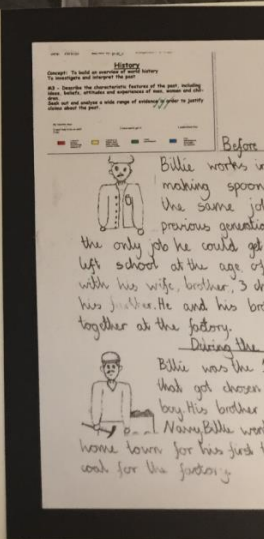
Wider Curriculum

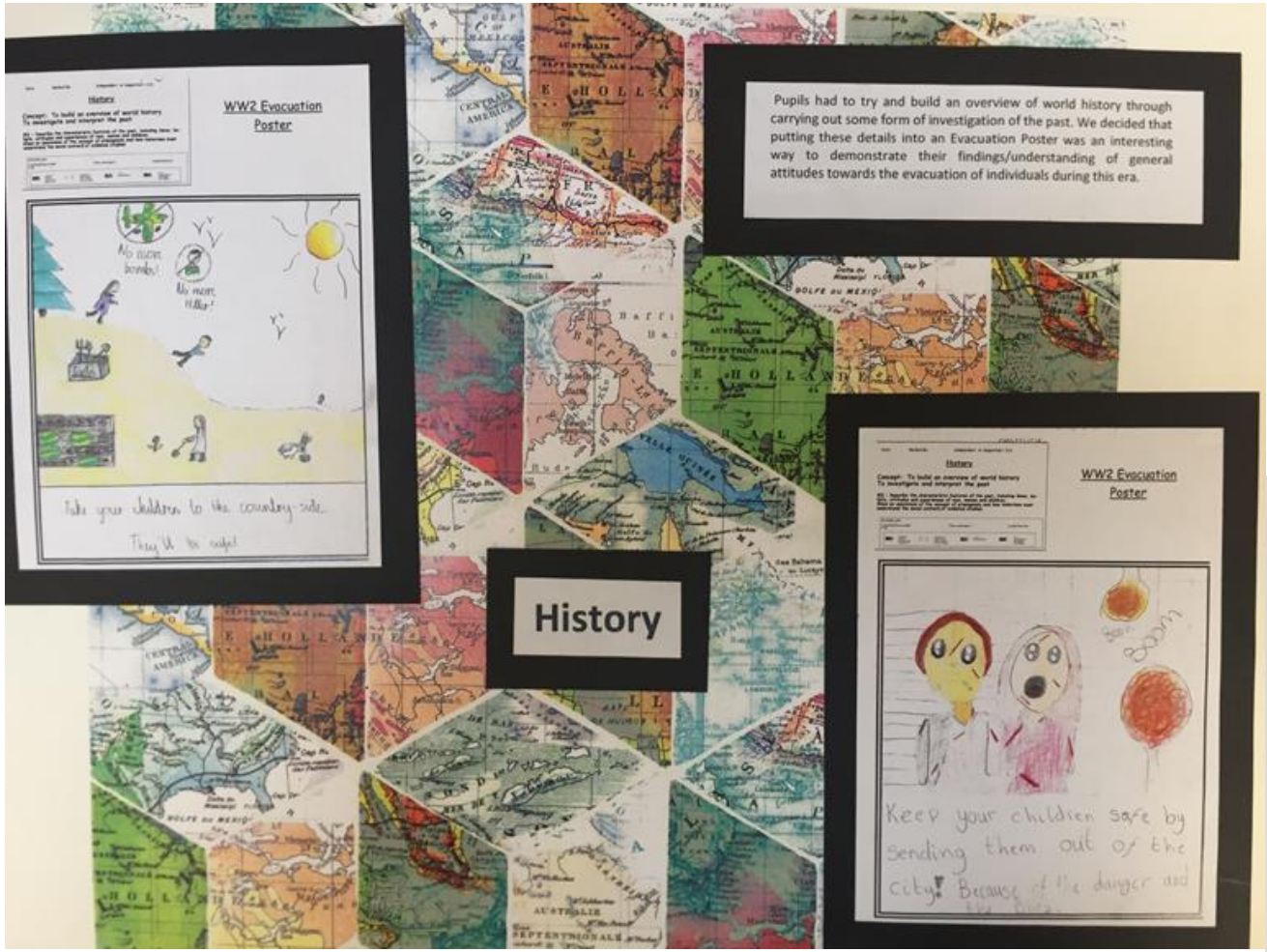


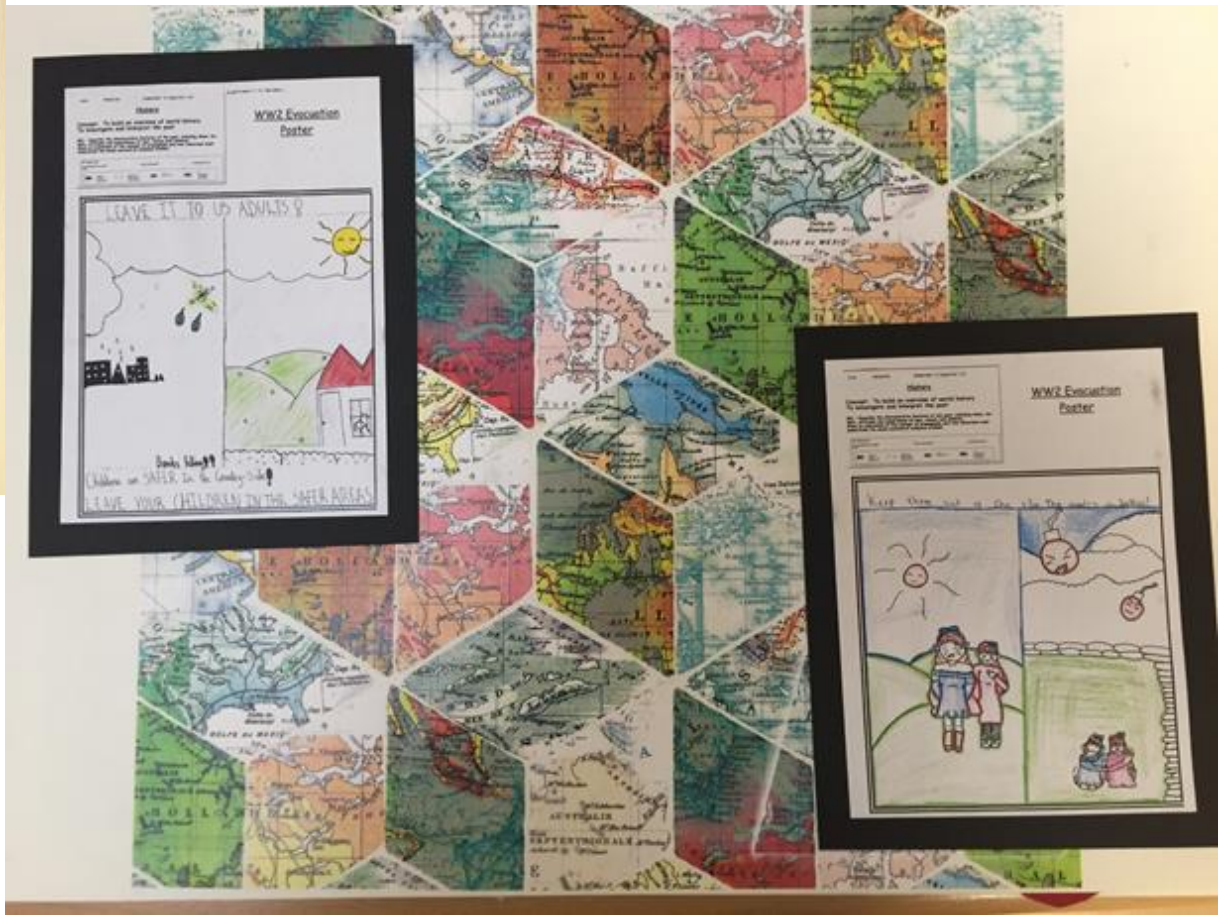
In order to imagine the emotive backdrop of World War Two, we played the Prime Minister's speech that the British public would have heard on the cusp of us going to war with Germany. Pupils then had to formulate their own announcement, imagining themselves in the position of P.M. We had to focus on the use of emotive language, understand the chronology of events that took place at that time and try to use references to social, religious, cultural and/or political events.

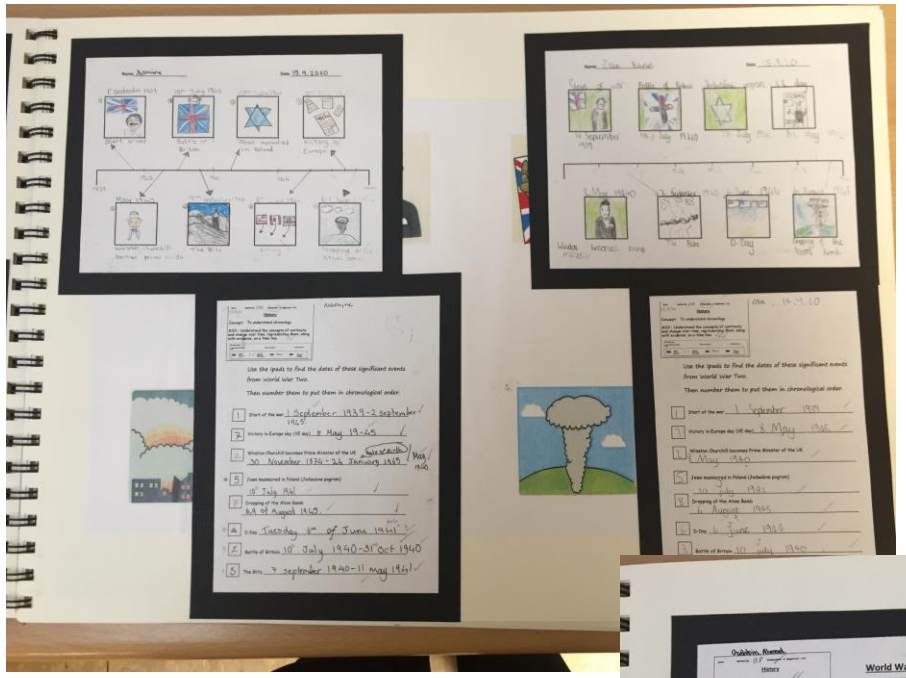


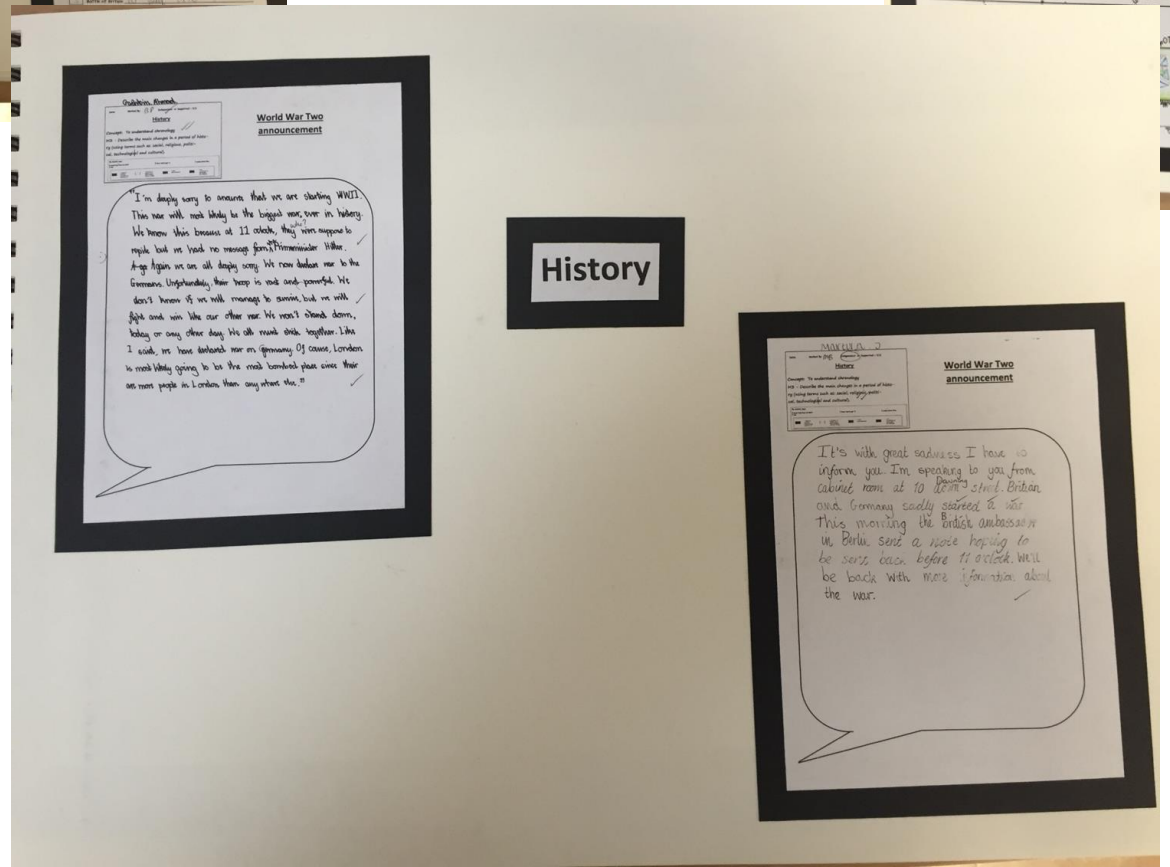


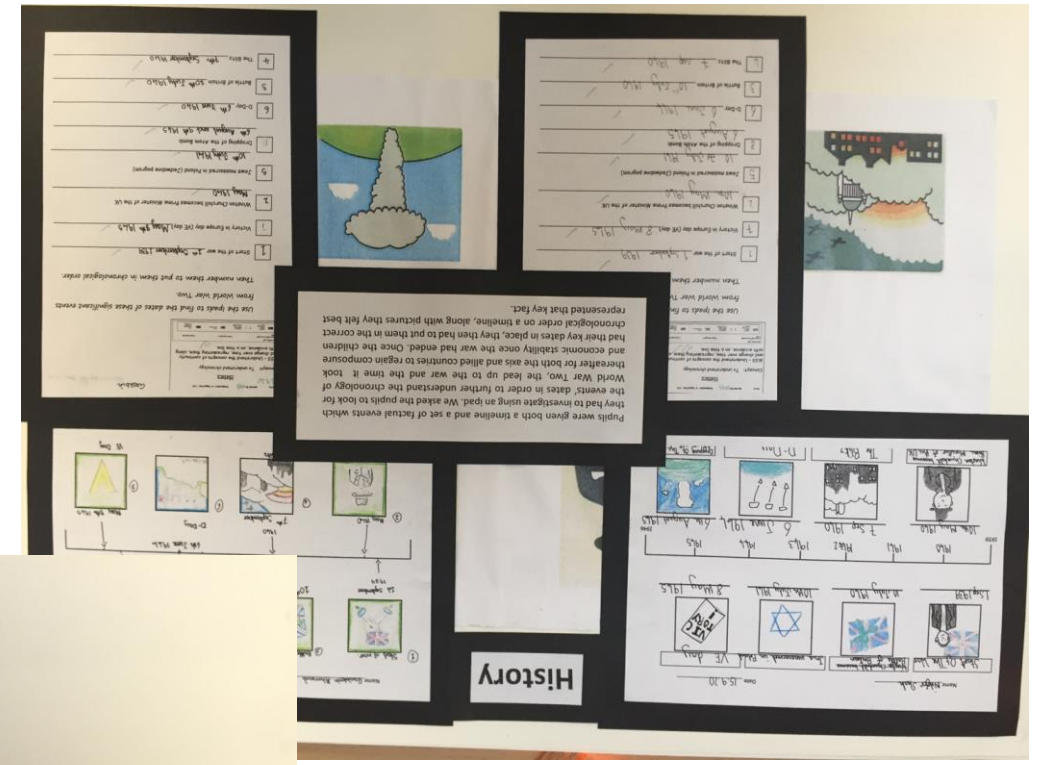



WW2 Evacuation Poster
Pupils had to try and build an overview of world history through carrying out some form of investigation of the past. We decided that putting these details into an Evacuation Poster was an interesting way to demonstrate their findings/understanding of general attitudes towards the evacuation of individuals during this era.
History
WW2 Evacuation Poster
Keep your children safe by sending them out of the city! Because of the danger and


WW2 Evacuation Poster
LEAVE IT TO US ADULTS !!
WW2 Evacuation Poster




History
World War Two announcement
"I'm deeply sorry to announce that we are starting WWII. This war will most likely be the biggest war, ever in history. We knew this because at 11 o'clock, they were suppose to reply, but we had no message from Himmelinder Hitler. A-gg Again we are all deeply sorry. We now declare war to the Germans. Unfortunately their army is vast and powerful. We don't know if we will manage to survive, but we will fight and win like our other war. We won't stand down, today or any other day. We all must stick together. Like I said, we have declared war on Germany. Of course, London is most likely going to be the most bombed place since their are more people in London than anywhere else."
World War Two announcement
It's with great sadness I have to inform you. I'm speaking to you from cabinet room at 10 Downing street. Britain and Germany sadly agreed a war. This morning the British ambassador in Berlin sent a note hoping to be sent back before 11 o'clock. We'll be back with more information about the war.


History

History

Activity – Read the memories of women who lives changed during World War Two. Use the clues from their recollections to work out what job they did.

I never regretted my decision to stick with it. We were taught to change plugs, strip down gearboxes and anything else needed to keep the engines, ready for action. We went out to sea on trials and stood on the deck, side by side with the men, as we sailed out of harbour. A mutual feeling of friendship and great respect grew up between sailors and us, which lasted the whole four and a half years of the war. We worked, danced, partied and laughed together. We also experienced great sorrow when any of the boats were missing or damaged. I remember one in particular, which limped home with a great hole where the engine room had been. The entire engine room crew had been killed.

I think the woman worked in the WRNS because she talked about sailing.

I was trained in Beresford for three months then sent on a driver training course in Cairo, not far from the pyramids. The company with which I trained was unique in the British forces because it was led by a woman, Major McKenzie. She was in command of a company of soldiers and us. We had to discover how to drive in the dark, over desert, through quicksand and sandstorms. We had to learn how to maintain and repair the vehicles... Life in the desert was hard. Mornings and nights were bitterly cold, while the days were very hot. Often we had sandstorms, when the sand penetrated everything, even our food. But we were young, full of energy and working for a cause that made it all worthwhile.

This woman worked in the land service because it took food to soldiers, forces and territory means your own space.

Marcus S

Activity – Read the memories of women who lives changed during World War Two. Use the clues from their recollections to work out what job they did.

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I think that this woman worked in the WRNS because she talked about sailing on a ship.

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I think that this person worked because it talks about wireless [illegible]

Marcy

Activity – Read the memories of women who lives changed during World War Two. Use the clues from their recollections to work out what job they did.

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I think this woman is working in the WRNS because she talks about sailing.

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I think this woman worked in the WRNS because she talks about wireless she works with RAF's work to make sure [illegible]

Did they always?

During our history sessions, we looked at world history throughout the period of World War Two and what types of job roles people had during this time. The pupils focused particularly on those jobs that stemmed from the war effort, such as: Women's Land Army (WLA), Munitions Factory Workers, Army Nurses etc. and we labelled experiences to their correct jobs.

Activity – Read the memories of women who lives changed during World War Two. Use the clues from their recollections to work out what job they did.

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WRNS: Women's Royal Naval Service

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I think this woman worked in the ATS because she talked about the wireless [illegible]

ATS: Auxiliary Territorial Service

History

Concept: To build an overview of world history
To investigate and interpret the past

KS2 – Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.
Seek out and analyse a wide range of evidence in order to justify claims about the past.

Before the war

This is Ben. He's unemployed. He used to work as a gun maker. His salary was well enough for his wife and two kids. He was let go from his job. But he still has enough for his family. He lives with his wife, two kids and mum. His eldest son helps around the house. He's 35 years old with his wife's

History

Y6 pupils investigated what happened to the role of men during the war years. They discovered facts about what kind of jobs they would have had pre-war and the fact that many conscripted and joined the armed forces to fight for their country. We found out that the economy had taken a huge hit after World War One and that as a country we didn't have a lot of money, therefore, jobs were scarce at this time and families were hugely dependent on the men being fit enough to go out and work in extremely harsh conditions in some cases. The pupils' findings were then put into an extended piece of writing or in an artistic way, with a pictorial diagram of what men would look like. These pictures were coloured in and labelled with interesting facts.

History

The changing role of men

Before World War Two

James

Each week

I was with his wife, I felt sad for [illegible]

(£60 per week).

He had to leave school at 14 (£60 per week).

Not much money.

He's the only one who goes to work.

During World War Two

James

Now he (Ben) works a normal family with the man in charge.

Each week

(£60 per week).

The wife is in a factory.

Sadly injured.

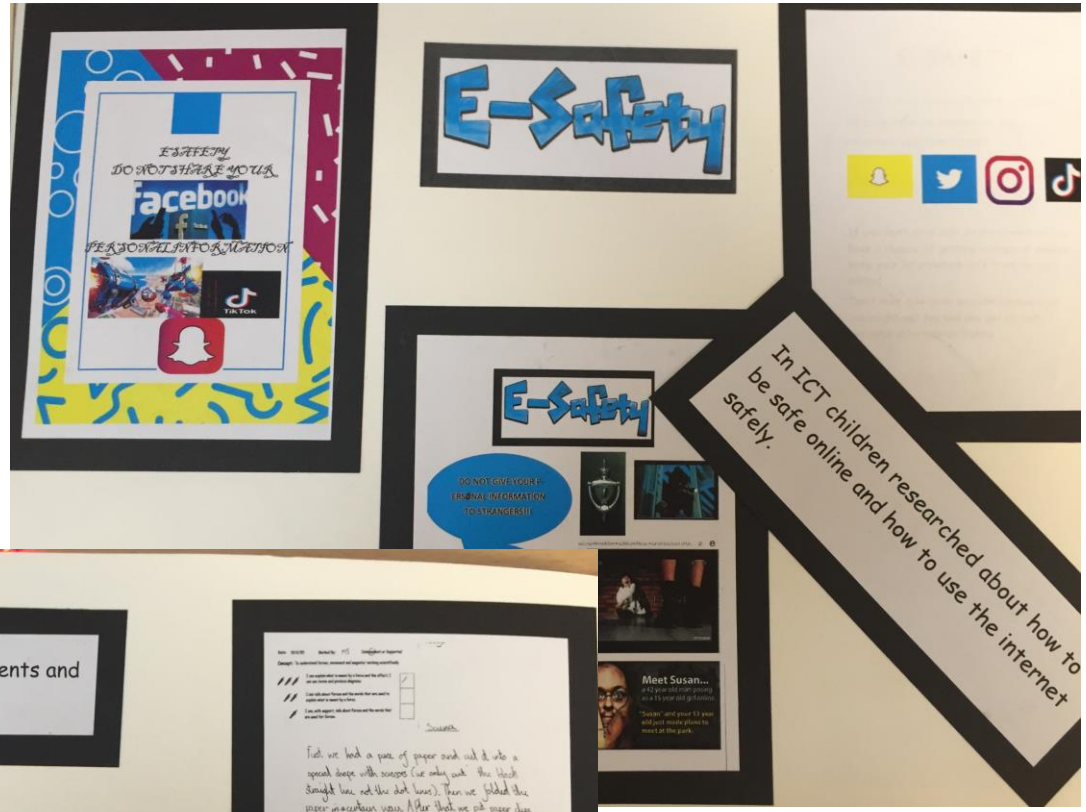
The children are neglected.

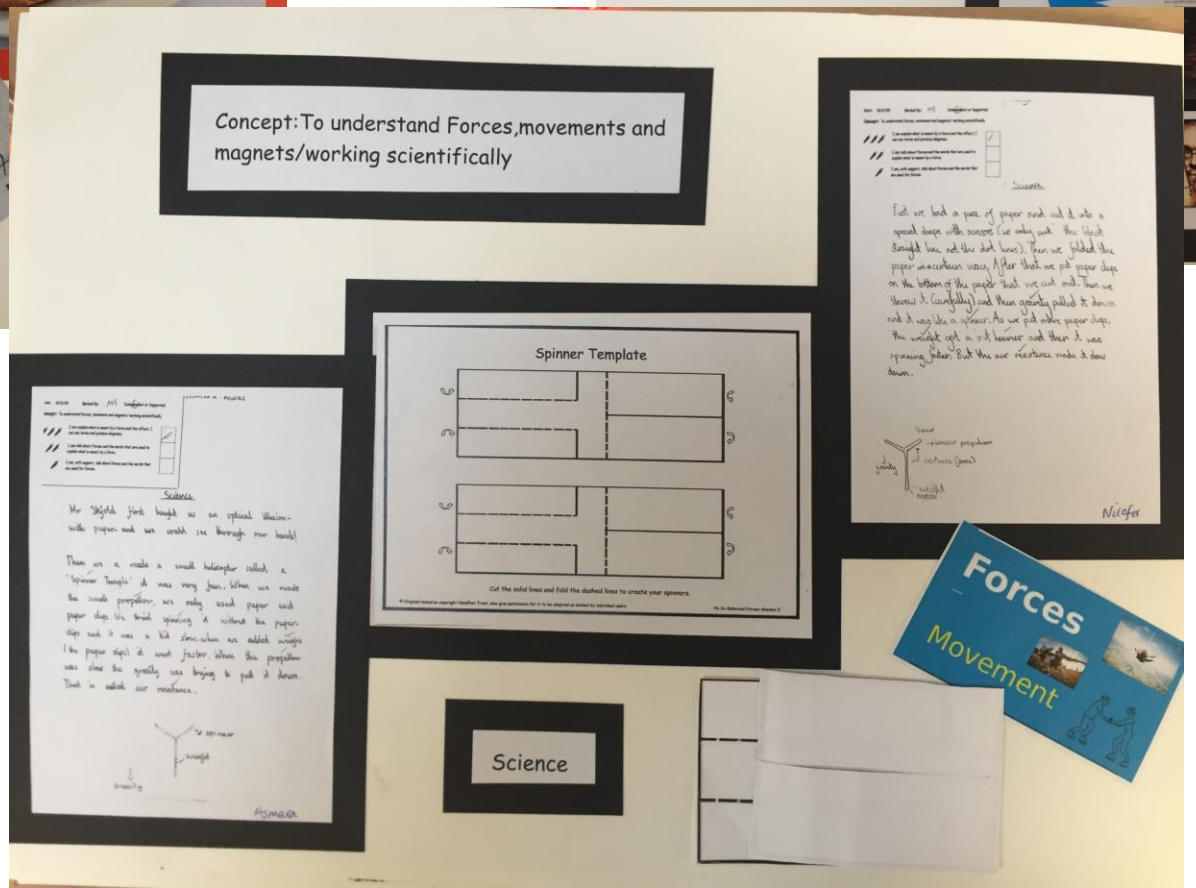
He won't bother him

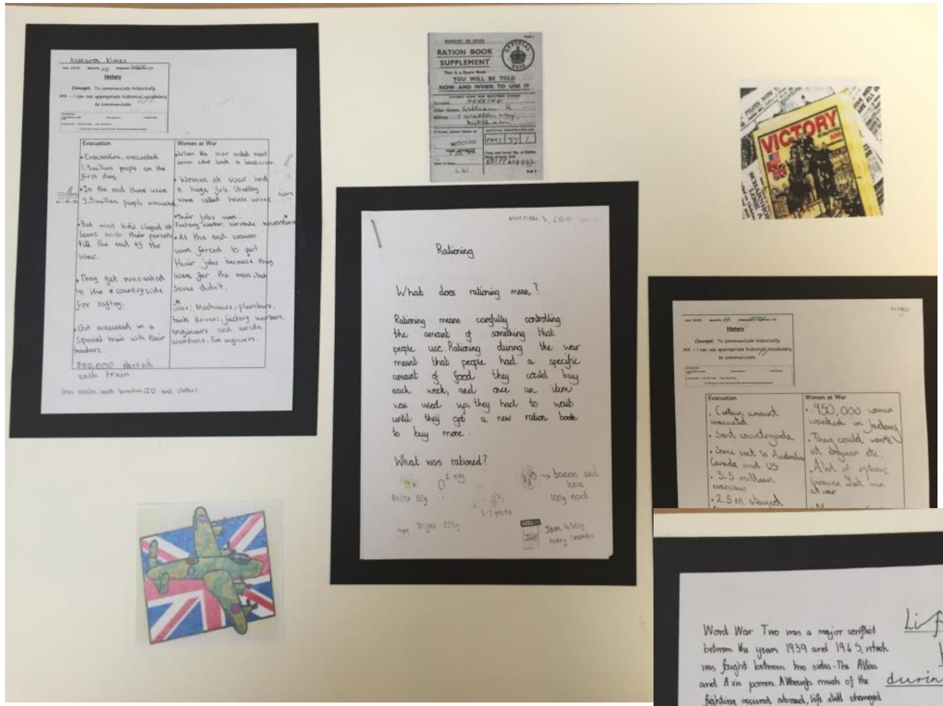
(£6 per week for his family)

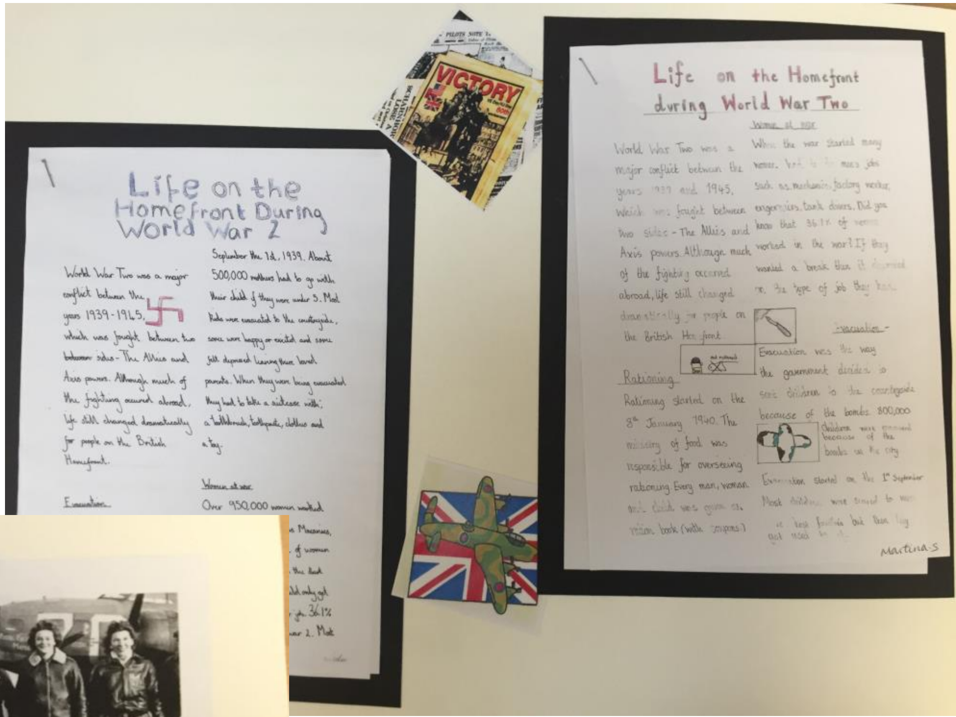
Misses his family

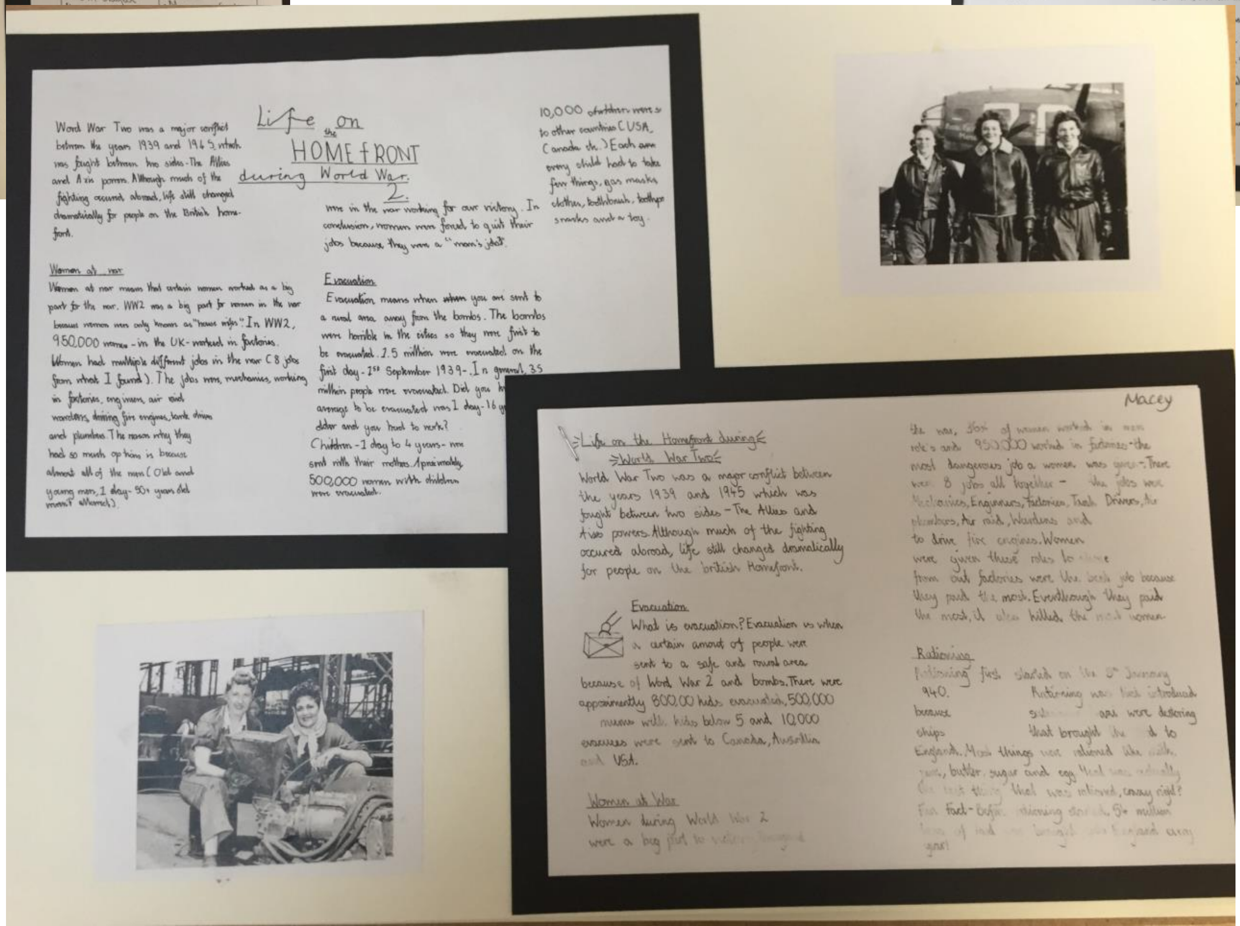
DT – World War Two Carrot Biscuits
DT- World War Two Carrot Biscuits
RATION BOOK
SUPPLEMENT
This is a Spare Book
YOU WILL BE TOLD
HOW AND WHEN TO USE IT
MINISTRY OF FOOD
OFFICIAL PAID


E-Safety
E-SAFETY
DO NOT SHARE YOUR
facebook
PERSONAL INFORMATION
E-Safety
In ICT children researched about how to be safe online and how to use the internet safely.
Meet Susan...


Concept:To understand Forces,movements and magnets/working scientifically
Spinner Template
Cut the solid lines and fold the dashed lines to create your spinners.
Science
Forces
Movement


Rationing
What does rationing mean?
What was rationed?
RATION BOOK SUPPLEMENT
VICTORY


Life on the Homefront During World War 2
Life on the Homefront during World War Two
VICTORY


Life on the HOMEFRONT during World War 2.
Women at war
Evacuation
Macey
Life on the Homefront during World War Two
Evacuation
Women at War
Rationing

History

Concept: To investigate and interpret the past

M3 - Use sources of evidence to deduce information about the past.

Activity - Use sources of information to find facts about your given research area.

Rationing

What does rationing mean?

Rationing is carefully controlling the amount of something that people use. Rationing during the war meant that people had a specific amount of food they could buy each week, and once an item was used up, they had to wait until they got a new ration book to buy more.

Rationing pictures below

Butter 50g

100g cheese

Sugar 225g

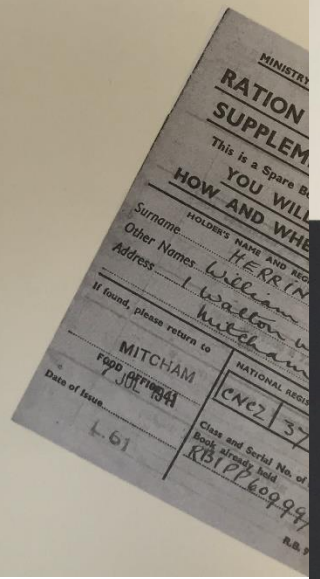
2 pints

1 egg

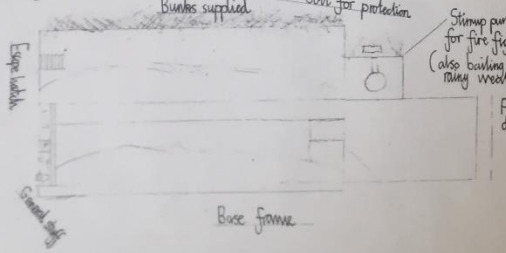
Interesting Facts

Rationing started on the 8th January 1940. Rationing ended in 1954. Meat was the last thing to be rationed.

If you're vegetarian you get 2oz more cheese. To make the British suffer, the Germans tried to cut off supplies of food and other goods. German submarines attacked many of the ships that brought food to Britain. The ration book became the key to survival for nearly every household in Britain. The books which contained coupons that shopkeepers cut out or signed when people bought food and other items. People still paid for the goods with money.



Activity - Use sources of information to find facts about your given research area.

Air raids and Shelters

Air raid shelters also known as bomb shelters, are structures for protection against enemy air raids. They are similar to bunkers in many regards although they are not designed to defend against ground attack. These shelters were half buried in the ground with earth heaped on top to protect them from bomb blasts. They were made from six corrugated iron sheets bolted together at the top, with steel plates at either end, and measured 6ft 6in by 4ft 6in (1.95 by 1.35 Anderson shelter was given free to poor people but for people who get more than £5 a week have to pay £7+ for a shelter. The morrison shelter was made from heavy steel and was introduced in March 1941 also named after Minister for home security Mr. Herbert Morrison. It was 6 feet 6 inches (2m) long, 4 feet (1.2m) wide and 2 feet 6 inches (0.75m high). Aanderson shelter was named after, sir John Anderson.