Key questions:

What was it like growing up in World War 2?

How was it different in the UK and the rest of Europe?

Were there differences between those living in urban areas and those living in the countryside?

What worries did children have during World War 2?

How did the children amuse/entertain themselves during World War 2?

Key vocabulary:

- War
- Child
- Rationing
- Air raid
- Evacuation / Evacuee
- Europe
- Blitz
- Childhood
- Kindertransport
- Holocaust

Science Vocabulary:

Earth & Space
- Planets
- Sun
- Moon
- Solar System
- Orbit

Forces
- Gravity
- Air resistance
- Water resistance
- Friction
- Accelerate

World War 2

What was it like for a child in World War 2?

Learning events:

- Online outreach workshop on the 'Kinder transport' 5.12.22

- WW2 day – a chance to dress up as an evacuee and discover a little more about what it was like or children in WW2

Design Technology – ROAR project – more details to follow

Cross-curricular links:

Maths: Place value, addition and subtraction, multiplication and division

Science: Earth and Space; Explore gravity, resistance and friction and how forces can be transferred through mechanical devices linking to World War 2 Aircrafts.

Art: propaganda posters. Artist focus – Henry Moore and Paul Nash: commissioned WW2 artists.

Design Technology: Make do and mend project

Music: why were songs and music important during wartime and learning some traditional war time songs. ESCC music service will also be teaching music lessons every other week.

Geography: European countries of World War 2.

History: investigating how WW2 began; the Blitz and evacuation; Rationing; Anne Frank; the effects of WW2 on different people

English: exploring and writing generated from key texts (for example 'Letters from a Lighthouse' Emma Carroll, 'Holes' Louis Sachar, 'Rose Blanche' Ian McEwan and 'The Piano')

Computing: Computing Systems, morse code; Vector drawings