

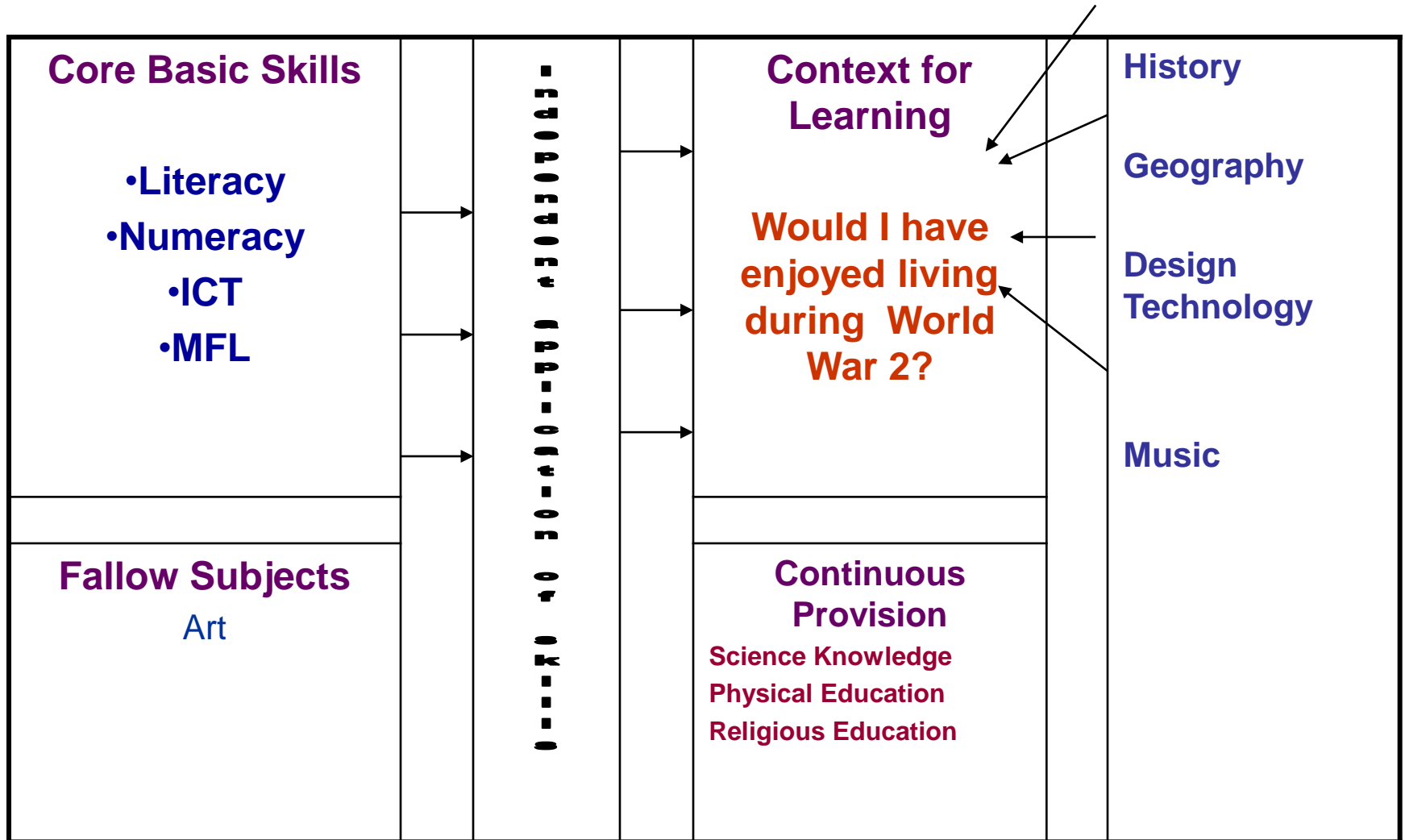
Technology in our Changing World

Barnston Primary School

1st July 2015

Britain since the 1930s

(examples of how ICT is used across the curriculum)



Year 5: Britain since the 1930's

<h2>Literacy</h2>		<h2>Numeracy</h2>	
<ul style="list-style-type: none"> •Persuasive Writing •Journalistic Writing •Argument •Formal and Impersonal Writing •Extended Narrative 		<ul style="list-style-type: none"> •Language of probability; •Findings outcomes from data, •Finding the mode; •Constructing frequency tables, bar charts; •Interpreting pie charts; •Finding mode, range median and mean; •Collecting, presenting and interpreting data to solve problems; •Estimating and measuring to a required degree of accuracy; •Using ICT 	
<h2>Visits</h2>	<h2>Visitors</h2>		<h2>Areas of Research</h2>
<ul style="list-style-type: none"> •Visit to museum containing 1950s classroom 	<ul style="list-style-type: none"> •Grandparent with wartime experience •Governor who was evacuated 		<p>Examples include:</p> <ul style="list-style-type: none"> •1930s Germany •Ration books and rations •Planes of World War 2 •Home Guard •Familiar War time Posters

Questions that are child led:

Was it really that bad to have lived through World War 2?

LC 1	Why did World War 2 happen?
LC 2	How did people in Britain cope with the blitz?
LC 3	What did it feel like to be an evacuee?
LC 4	How did children find out what was happening in the war?
LC 5	Did you have fun at the VE party?
LC 6	How did life improve for children when the war ended?
LC 7	Would you rather go to school now, or in the 1950s?
LC 8	How has technology affected children's lives since the war ended?
LC 9	How has children's leisure time changes since the war ended?
LC 10	Reflection: What have I learnt about the pre to post war era

Was it really that bad to have lived through World War 2? (ICT highlighted and underlined to provide an example)

Week 1: Why did World War 2 happen?

Overview

- Examine the events that led up to the war.
- Who were the national leaders involved.
- Find out through research about these leaders through secondary source research into these leaders.**
- Write a letter to MP to demand action on 'Nazi menace'.
- Map-based activity – compare and contrast pre war Europe with post war Europe.
- Use Pathe newsreels from websites to help children understand what the news would have felt like.**
- Debate – Was Britain right to go to war?

The main questions to be answered would be:

- Who was Hitler and why did he do what he did?
- Who were the other main world leaders and what part did they play in the war?
- Was Chamberlain right to appease Hitler?
- Where does the name Nazi come from?
- How many countries that existed pre war have changed names since the war?

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Week 2: How did people in Britain cope with the blitz?

Overview

- *Discuss the causes and impact of the blitz.*
- *Children to look at what air raids were, what shelters were built by ordinary people.*
- *What precautions did people need to take?*
- *Examine newspaper articles of the time. Use quizzes based activities to help consolidate understanding.*
- **Create posters – re safety and blackouts.**
- *Geography – examine why certain cities were targeted.*
- *Compare pre war industrialised cities with post war industrialised cities.*
- **Numeracy based graphs re industrial outputs per city/ regions, etc.**
- *Design and make project – scale models of air raid shelters*
- *Persuasive letter to relative who lives in the country – will you look after my child link.*

The main questions to be answered would be:

- *What was the blitz, where did the name come from?*
- *What was the bombing trying to achieve?*
- *Which were the main cities affected by the bombing?*
- *What did people do in the air raid shelters?*
- *What were the effects of the blitz?*

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Week 3: What did it feel like to be an evacuee?

Overview

- Why were evacuations necessary and how did individuals feel about being evacuated, ie, children, parents, adults looking after children, etc.
- Use video materials and play-scripts to help develop role play.**
- Draw a suitcase with the contents in – can they justify what they are taking.
- Make mock-up gas masks to carry around with them for a full day.
- Compare and contrast Carrie's War with their lives – video and novel.
- Journal writing – introduce contrasting feelings.

The main questions to be answered would be:

- What do you understand by the term evacuees?
- Why was it necessary to evacuate children?
- Which cities did most children evacuate from?
- What would you take with you if you were evacuated today?
- How would feel to have a new family?

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Week 4: How did children find out what was happening in the war?

Overview

- *Sorting activity – methods of communication, - then, now and both.*
- **Group based research where they present their findings. Each group to research a broadcast news of one major event (maximum of 6 events).**
- *Work out the chronology of each of the events looked at – recognising how the trends in the war swung eventually towards the allies.*
- *What could they learn from photographs.*
- **Use I Pods to send communications to each other as if during the war, use Morse code – comparison of ease and speed. Discuss other ICT differences**
- *Look at correspondence between families and soldiers referring to main vents/ conditions/ feelings.*

The main questions to be answered would be:

- What methods of communication existed during the war years?
- How were the main events of World War 2 portrayed in the media?
- How did families keep in touch during World War 2?
- How would different aspects of the war be reported if it was happening now?

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Week 5: Did you have fun at the VE party?

Overview

• Design a programme for a VE day party.

- *Prepare for the party by considering the food that would be served.*
- *Make the food for the party.*
- *Research to find out what children would have worn and then replicate these clothes for the party.*
- *Make the bunting and other decorations for the party.*
- *Find out about the games that would have been used in that day and age.*
- *Hold the party in the hall, serving food and playing games of the time.*
- *Role play – child (or adult) having a relative still fighting – consider their feelings.*
- *Work out the cost of the food today by comparison with the cost in the 1940s*

The main questions to be answered would be:

- *What was VE day? – link this with VJ day.*
- *What did people do when celebrating VE day?*
- *Did everyone stop fighting at the same time?*
- *What did children typically eat and play at the party?*
- *Come back to the question of ‘Was it right to have gone to war?’*

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Week 6: How did life improve for children when the war ended?

Overview

- Children will use the information that they have already gathered about the life of children in the war and build up a picture of what life was like for children at that time.
- **Use video extracts and Internet information to help them gain greater understanding about life in the different decades since the war.**
- They will break up the time since the war into decades, eg, the 50s, the 60s, etc. and then consider how things have changed in respect of toys, food (including sweets), schooling, clothes, etc.
- There will be a collection of artefacts gathered to help children have first hand evidence of the changes.
- Groups will research each of the decades, eg, a group will look at toys in the 50s, clothes in the 60s, etc. Each group to present their findings to others and they will have to consider the similarities and differences to their lives now.
- Children to consider what they like and dislike about the changes and give reasons for their judgements.
- **What impact has technology had on their lives today? Look at communication without modern ICT, how has programming etc. advanced. Create their own programming that would have been beneficial in the war if ICT would have been as advanced.**

The main questions to be answered would be:

- What was life in school like for children in the 50s compared with today?
- What clothes were fashionable in different decades since the war?
- How much did shortages caused by the war impact on the life of children?
- How have toys changed since the war years?
- What would a typical meal have looked like in the 50s and then again in the 60s?

Other opportunities to teach ICT:

- Dedicated ICT lessons to learn programming skills and how to use multi media. Developing skills for life in ICT.
- Personal research time for topics or subject work – children are taught to make notes and to put the information into their own words.
- Using the I pads and laptops creatively in all subject lessons.
- Using the I pads in Pe/Games lessons to record information and work out means (averages) etc. and to convert to graphs/pie charts.
- Using IPods to send instant pictures of their work to parents (teacher monitored closely for safe-guarding purposes).
- Using USB microphones to record work and record on the computer.
- Use of video for recording drama etc. using the class camera or the I pads.

Keep Your Child Safe and Secure

- Do not let them use face book until the official age – 13.
- Monitor carefully their use of I pads.
- Make them keep the door open when using a computer.
- Sit them down regularly and talk to them about E-safety as we do in school – see E-safety rules in the policy on the website and the APU agreement on the VLE.
- Check their history regularly.
- Don't let them use chat rooms, as they don't know who they are talking to.
- Watch out for cyber bullying – it may be very subtle. Report anything to school.
- Use Spy Log to monitor their e-mails through your router and fing.com, which is an app which tells you what devices are on in your house, or similar safety nets.

ICT co-ordinator Mr Jon Woods.

**Barnston Primary School works in partnership with
Hi-Impact – ICT specialists in education and
technology.**