Pack up your troubles

History and Literacy based teaching ideas and resources
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Finding your way around the project pack

This project pack is a cross-curricular collection of creative teaching ideas and resources around the theme of World War Two. Our aim is to bring together different resources from Teachit Primary into a cohesive whole, giving more support and structure than we can offer with stand-alone resources. The pack contains teaching activities linked to Wartime memories, History, Literacy and Design Technology. Where appropriate, each subject has links to the new 2014 curriculum.

The pack lends itself to being used in different ways. It could form the basis of a whole week’s project, or you could dip in and out of it over the course of a term, or even the whole school year.

The project is broken down into individual subject areas. Each section of the pack includes a set of teaching ideas, followed by accompanying resources. Wherever a teaching idea has a supporting resource we’ve indicated this and explained how the resource is relevant: for example, as a means to acquire background knowledge for the activity, to facilitate the recording or presentation of the activity or as an extension task related to the activity.

The ideas and activities in this pack are open and therefore accessible to a wide age range. The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

We’ve included links to each separate resource included in this pack so that you can access the resources directly on www.teachitprimary.co.uk. We’ve also included the file number for each original resource – just pop this into Teachit Primary’s search engine. Most of the resources in this pack are Word documents, but we’ve also included links to PowerPoints and interactive activities. Please log in first in order to access any of these resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the World War Two project pack resource page on Teachit Primary (please log in to access this!).
World War Two project pack – ideas and resources

Pack up your troubles

An oldie, but a goodie, and still as popular as ever with primary teachers – for this project pack we’ve taken a step back in time to explore wartime Britain. We’re focusing on children’s perspectives of the dramatic and life-changing events of World War 2. We’ve even gathered together a collection of childhood memories to give a more personal perspective of events.

With no Internet or mobile phone, communication during the War was at a much slower pace than it is today – letters and diaries were the main means of recording thoughts and events. Perhaps the most well known wartime diarist was Anne Frank, who left us a dramatic account of the impact events had on children at the time.

‘Make do and mend’ became the national mantra then, just as ‘Reduce, reuse and recycle’ is our mantra today! Check out ways to make things go further and get creative with alternative uses for everyday objects.

Kick things off with an event!

With a slower pace of life and electronic gadgets not even on the horizon, board games were all the rage during the war! Games that are still played today – such as Monopoly and Scrabble – first hit the market at this time. So why not dust off the old board games and have a family games afternoon? Invite along the rest of the family too!

Web links

To save you time exploring the web we’ve picked out a couple of our favourite sites. To save you digging around the web we’ve found some useful sites to add a little extra to your project rations.

Use BBC School Radio to bring your wartime studies to life with sound clips of important speeches, interviews with evacuees and wartime sound effects.

Visit Unlocking the Archives to gather up some film footage or images of artefacts.
History

2014 curriculum coverage

History aims met within this project pack

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

- Gain historical perspective by placing their growing knowledge into different contexts.

History KS1 subject content covered within this pack

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- Events beyond living memory that are significant nationally or globally.

History KS2 subject content covered within this pack

- A significant turning point in British history, for example, the first railways or the Battle of Britain

- Study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066

World events

Allies or Axis

Finding out about why things happened in the past helps us to understand the world we live in today. In the case of dramatic and important events like World War 2, it’s vital that children have an understanding of why they took place and who was involved.
Teaching ideas: world events

- Conflicts big or small are always triggered by something. Start small by considering what triggers conflict in the classroom and what steps the children can take to resolve them, before looking at the wider issues of conflict. Resource 16032: The United Nations International Day of Peace is a resource that you might find helpful for exploring conflict resolution.

- Explore the causes of the war – were they justified? How could the conflict have been resolved before it escalated? The ideas around these issues are explored in Resource 15904: What started the Second World War.

- Get out the globes and atlases to explore the areas of the world that were at war, dividing them into the Allies and the Axis. The interactive Resource 17251: Allies or Axis – where in the world? makes an excellent visual aid.

- To get a feel for what life was like under Nazi rule, explore the diaries of Anne Frank – from her everyday and mundane experiences to the horrific atrocities of war. Resource 13262: Anne Frank – Key events and Resource 17129: Anne Frank timeline will help your children learn more about this fascinating young girl.

- Children often feel the rules they are set are unfair! Put them into perspective by taking a closer look at the rules and laws that people were subjected to under Nazi rule. Anne Frank details their horrors within Resource 17131: Anne Frank dos and don’ts.

- Many significant events took place during the war years, but perhaps the most well-known is the D-Day Landings. Explore the sequence of events and discuss their significance in terms of the balance of power between the Allies and the Axis. Use Resource 15927: D-Day Landings to investigate this.

- Ask the children to consider how they mark significant events in their lives. Discuss how the ending of the war was not just a significant event for an individual or family, but for the whole world! Resource 11592: Remembrance Day study is an excellent way of helping children to identify local connections to the war.
Resources printouts in the History: world events section of this pack

- The United Nations International Day of Peace ................................................................. 4
- What started the Second World War? ................................................................................ 8
- Allies or Axis – where in the world? .................................................................................. 10
- Anne Frank – Key events.................................................................................................. 11
- Anne Frank timeline ........................................................................................................ 15
- Anne Frank dos and don’ts .............................................................................................. 18
- D-Day landings ................................................................................................................ 19
- Remembrance Day study ................................................................................................ 22
Conflict scenarios cards

- You want to watch an animal programme but your brother wants to watch the football.
- You are driving home from work when a car suddenly brakes in front of you. No one is hurt but both cars are damaged.
- You’ve just finished your painting; it’s your best ever! Someone accidentally knocks water over it.
- Your neighbour has built a fence that blocks out the light to your house.
- Your mum tells you to tidy your room but you want to go out to play with your friends.
- You lose a favourite watch on the way to school. At school you see someone with the same watch but they insist it’s theirs.
- A girl at school pushes you out of the queue as you wait for dinner.
- You overhear a boy being teased about the colour of their skin. The boy is crying.
- You are walking along the street and someone drops a crisp packet. You confront them and they respond ‘So what?’
- Your friend takes a sweet from the shop without paying. You tell them to return it but they refuse.
# Resolution strategy cards

<table>
<thead>
<tr>
<th>Be respectful</th>
<th>Listen and talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treat others the way you would like to be treated.</td>
<td>Try to understand what the other person is thinking and feeling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Find the problem</th>
<th>Build trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions to uncover what might be hidden.</td>
<td>Tell them what you know to show you have good intentions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skip it!</th>
<th>Take turns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes things just aren’t worth fighting over.</td>
<td>One person talks then the other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compromise</th>
<th>‘Grandma’s Rule’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each person gives a little.</td>
<td>For example, if you cut the cake the other person gets to choose their piece.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“I’m sorry”</th>
<th>Cool off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit if you are wrong or say that you feel badly about what has happened.</td>
<td>Take to time out if you’re feeling really angry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Get help</th>
<th>Agree to disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes you need someone else to help you come to a solution.</td>
<td>Sometimes it’s best to agree to disagree.</td>
</tr>
</tbody>
</table>
The United Nations: fact finding

You will need access to the internet and/or the library to help uncover the answers to the following questions. You will also need to put yourself into situations that may be unfamiliar to you, imagining how you would feel.

War and conflicts are not just a part of history but are taking place right now. Can you list any countries where conflicts are currently happening?

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In England most of us are very lucky to be untouched directly by war. How do you imagine you would feel in you were in the middle of a conflict?

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How do you think your life would be affected if the country you live in was in the middle of a conflict?

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When was the United Nations formed?

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Why was the United Nations formed?

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How many countries are members of the United Nations?

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What is the role of the United Nations and what do they hope to achieve?

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For some background information take a look at the United Nations’ website www.un.org

- Explore a selection of prayers around the theme of peace identifying common aspects. Use these to create simple peace poems to share on or leading up to the day.

- Look at how to resolve conflicts by exploring scenarios including those covering familiar circumstances (a selection of scenarios cards is given below). Develop a top ten tips for strategies to resolve conflicts for the class to use. (a set of resolution strategy cards is given below)

- Start a circle time with the question ‘what does peace mean to you?’

- Start a collection of images that the children think represent or show peace. Use them to make a collage of images that represent peace.

- The dove is the symbol of peace. Create origami doves or simple mobiles to mark the day.
The Second World War involved most of the major countries of the world and killed over 45 million people.

Some of the causes of the Second World War are written on the cards below. Cut out the cards and place them in order of importance on the ‘Diamond 9’ sheet, putting the most important cause at the top.

There weren’t many jobs in Germany. Hitler created jobs in the army or making weapons.

Hitler wanted Germany to become strong again.

Hitler wanted Germany to be bigger, so his army started to take land from other countries.

Many countries in Europe had made agreements with other countries so that if Hitler invaded one of their countries, they would all fight to protect it.

After the First World War, the League of Nations was set up to make sure that there was never another world war. It was too weak to protect its members from attack.

Hitler had allies in Italy.

Chamberlain, Britain’s Prime Minister, didn’t try to stop Germany taking over Czechoslovakia.

Many Germans were very poor and they joined the Nazi Party to get free soup and a meal for their families.

Hitler was Austrian, so Germany invaded Austria. Many Austrians cheered the Germans as they entered the country.
What started the Second World War?
Allies or Axis: where in the world? – interactive activity

To access this resource please log in to the Teachit Primary website and type 17251 into the search bar.
### Anne Frank: Key events

Cut out these key events in Anne’s life and try to place them in the correct order.

<table>
<thead>
<tr>
<th>Event</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne and Margot are transported from Auschwitz to the Bergen-Belsen concentration camp in Germany.</td>
<td>The family’s hiding place is discovered and they are arrested.</td>
</tr>
<tr>
<td>Anne Frank is born in Frankfurt, Germany. Her parents are Otto and Edith Frank. Anne Frank’s sister is called Margot. Her father was an officer in the German army in the First World War.</td>
<td>Adolf Hitler’s Nazi party comes to power in Germany. The Nazis begin to persecute the Jews so Anne Frank and her family move to Amsterdam in 1933 where they hope to be safe from the Nazis.</td>
</tr>
<tr>
<td>All Jews aged six and older are made to wear a yellow Star of David on their clothes to set them apart from non-Jews.</td>
<td>The Frank family is transported from the Netherlands to the Auschwitz concentration camp in Poland.</td>
</tr>
<tr>
<td>Anne dies from typhus in the Bergen-Belsen concentration camp.</td>
<td>Anne and her family go into hiding.</td>
</tr>
<tr>
<td>The Nazis invade the Netherlands.</td>
<td>Anne starts writing her diary.</td>
</tr>
</tbody>
</table>
### Answers

**12th June 1929**
Anne Frank is born in Frankfurt, Germany. Her parents are Otto and Edith Frank. Anne Frank’s sister is called Margot. Her father was an officer in the German army in the First World War.

**1933**
Adolf Hitler’s Nazi party comes to power in Germany. The Nazis begin to persecute the Jews so Anne Frank and her family move to Amsterdam in 1933 where they hope to be safe from the Nazis.

**May 1940**
The Nazis invade the Netherlands.

**May 1942**
All Jews aged six and older are made to wear a yellow Star of David on their clothes to set them apart from non-Jews.

**June 1942**
Anne starts writing her diary.

**July 1942**
Anne and her family go into hiding.

**4th August 1944**
The family’s hiding place is discovered and they are arrested.

**3rd September 1944**
The Frank family is transported from the Netherlands to the Auschwitz concentration camp in Poland.

**October 1944**
Anne and Margot are transported from Auschwitz to the Bergen-Belsen concentration camp in Germany.

**March 1945**
Anne dies from typhus in the Bergen-Belsen concentration camp.

The house in Amsterdam where Anne and her family hid before being discovered by the Nazis.
Use the information on the previous page to make a timeline showing the key events in Anne Frank’s life.
To access this resource please log in to the Teachit Primary website and type 13262 into the search bar.
Anne Frank was just an ordinary child until world events turned her life upside down. Cut out and sequence the events listed below to create a simple timeline linking Anne’s life to what was happening in the world around her.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne’s family move to Holland to escape persecution in Germany.</td>
<td></td>
</tr>
<tr>
<td>Anne and her sister Margot die of typhus a few days before the concentration camp they are in is freed by British troops.</td>
<td></td>
</tr>
<tr>
<td>Anne is given a diary for her thirteenth birthday.</td>
<td></td>
</tr>
<tr>
<td>Anne’s diary is published.</td>
<td></td>
</tr>
<tr>
<td>Germany invades France, Belgium and the Netherlands.</td>
<td></td>
</tr>
<tr>
<td>Otto and Edith Frank celebrate the birth of their daughter Anne.</td>
<td></td>
</tr>
<tr>
<td>The Frank family go into hiding after Anne’s sister Margot is told she will have to return to Germany to work in a Labour camp. They hide in an annex with another family, the Van Pels.</td>
<td></td>
</tr>
<tr>
<td>The first concentration camp opens in Germany.</td>
<td></td>
</tr>
<tr>
<td>Germany invades Poland. Two days later Britain declares war with Germany.</td>
<td></td>
</tr>
<tr>
<td>Someone tells the Nazis about the secret annex. All the people in the annex are arrested.</td>
<td></td>
</tr>
<tr>
<td>Hitler passes a law which allows him to rule by decree, which means he is able to pass laws unchallenged.</td>
<td></td>
</tr>
<tr>
<td>Anne and her sister are moved from Auschwitz to Belsen concentration camp.</td>
<td></td>
</tr>
<tr>
<td>Fritz Pfeffer, a dentist, joins the Frank family in the annex.</td>
<td></td>
</tr>
<tr>
<td>Germany surrenders and World War 2 ends in Europe. Otto, Anne’s father, is the only occupant of the annex to survive. He is given Anne’s diary after it was saved from the raid on the annex.</td>
<td></td>
</tr>
<tr>
<td>Adolf Hitler becomes Chancellor of Germany.</td>
<td></td>
</tr>
<tr>
<td>Anne and her family are transported to Auschwitz concentration camp, along with the other people in the annex.</td>
<td></td>
</tr>
</tbody>
</table>
Now add dates to each event to complete your timeline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 June 1929</td>
<td></td>
</tr>
<tr>
<td>30 January 1933</td>
<td></td>
</tr>
<tr>
<td>20 March 1933</td>
<td></td>
</tr>
<tr>
<td>24 March 1933</td>
<td></td>
</tr>
<tr>
<td>Summer 1933</td>
<td></td>
</tr>
<tr>
<td>1 September 1939</td>
<td></td>
</tr>
<tr>
<td>10 May 1940</td>
<td></td>
</tr>
<tr>
<td>12 June 1942</td>
<td></td>
</tr>
<tr>
<td>5 July 1942</td>
<td></td>
</tr>
<tr>
<td>16 November 1942</td>
<td></td>
</tr>
<tr>
<td>4 August 1944</td>
<td></td>
</tr>
<tr>
<td>3 September 1944</td>
<td></td>
</tr>
<tr>
<td>October 1944</td>
<td></td>
</tr>
<tr>
<td>March 1945</td>
<td></td>
</tr>
<tr>
<td>30 April 1945</td>
<td></td>
</tr>
<tr>
<td>25 June 1947</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
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<tbody>
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<td>30 January 1933</td>
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</tr>
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<td>Hitler passes a law meaning he can rule by decree, which means he could pass laws unchallenged.</td>
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<tr>
<td>Anne’s family move to Holland to escape persecution in Germany.</td>
<td>Summer 1933</td>
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<td>Germany invades Poland. Two days later Britain declares war with Germany.</td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>The Frank Family go into hiding after Anne’s sister Margot is told she will have to return to Germany to work in a Labour camp. They hide in an annex with another family, the Van Pels.</td>
<td>5 July 1942</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>3 September 1944</td>
</tr>
<tr>
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</tr>
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<td>Anne and her sister Margot die of typhus a few days before the concentration camp they are in is freed by British troops.</td>
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</tr>
<tr>
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<td>30 April 1945</td>
</tr>
<tr>
<td>Anne’s diary is published.</td>
<td>25 June 1947</td>
</tr>
</tbody>
</table>
As Hitler tightened his grip on the lives of Jews in countries governed by the Nazis, he set out rules stating exactly what they were and were not allowed to do. Read the following extract from Anne Frank’s diary to see what life was like for Anne and other Jews under Nazi rule.

**Saturday 20 June, 1942**

After May 1940, the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use trams; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3.00 and 5.00pm; Jews were required to frequent only Jewish-owned barbershops and beauty salons; Jews were forbidden to be out on the streets between 8.00pm and 6.00am; Jews were forbidden to go to theatres, cinemas or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8.00pm; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn’t do this and you couldn’t do that, but life went on.

Complete the table below by listing the things Anne was forbidden from doing. Then complete a list of rules that you have to follow at home, for example, *I am not allowed to eat in my bedroom.*

<table>
<thead>
<tr>
<th>Rules for Anne</th>
<th>Rules for me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here are the dramatic events of the D-Day landings, but they are in the wrong order.
Cut out each event and put it in the correct order.

People all around the world read about the landings in their newspapers.

The troops go on to free France.

A mulberry harbour is built to help land more supplies.

When the ships arrive, the troops have to get into the water.

Parachutists are dropped into France to capture or destroy key targets.

Troops cross the channel on ships.

The Allies move troops and tanks to the South Downs in Kent ready for the invasion.

Then they have to cross the beaches. Many of them are shot at by Nazi troops.
Put the events into the correct order on the grid below.

Imagine that you are one of the soldiers on the way to Normandy. With your partner, discuss how you feel as you prepare to cross the channel.

How do you feel as you step off the boat into the water?
Here are the dramatic events of the D-Day landings. Click and drag them into the correct order.

- A mulberry harbour is built to help land more supplies.
- Troops cross the channel on ships.
- Then they have to cross the beaches. Many of them are shot at by Nazi troops.
- The troops go on to free France.
- When the ships arrive, the troops have to get into the water.
- The Allies move troops and tanks to the South Downs in Kent ready for the invasion.
- Parachutists are dropped into France to capture or destroy key targets.
- People all around the world read about the landings in their newspapers.

To access this resource please log in to the Teachit Primary website and type 15927 into the search bar.
World War One webquest: a teacher’s guide

The idea is simple.

- Take a digital camera to the nearest war memorial.
- Find the memorial for the Great War or World War One.
- Photograph the list of names on it and return to school.
- Print the photograph.

http://www.flickr.com/photos/dhwright/1714428405/

- Log on to the Internet and navigate to the Commonwealth War Graves Commission (http://www.cwgc.org/).
- Click on Search our Records.
- Select the First World War in the War box.
- Type in a name on your list.
- Leave the other boxes blank, unless you know them.
- Click Submit.

The process will show you the difficulty of identifying men with common names. Sometimes the memorial mentions the man’s regiment, and this will help you immensely. Sometimes you’ll just have to accept that you can’t be certain you’ve got the right person. Occasionally, you won’t find the name in the database at all.
Ask the children to focus on these questions:

For each name you track down…

- find out where they are buried and locate it on a map using Google Maps
- find out in what battle they were killed
- find out where they used to live if you can (the database sometimes mentions the man’s parents or his wife, and gives their address)
- mark the addresses on a local map.
- check the dates – did large numbers die in the same battle, or on the same day?
- check the ages of the men (not always mentioned) where you can and make a list. What’s the average age for the list you’re researching? You could use a computer to make a spreadsheet and a graph.

More to think about…

- Did they all die in France and Belgium? Were any taken prisoner and died in Germany? Turkey? Were any airmen? Sailors?
- How many of the men actually have a grave? Were any simply recorded by a name on a general war memorial, indicating that their bodies were never found? Were they lost in battle? The Thiepval memorial in France has 72,000 names of British soldiers who disappeared during the battle of the Somme!
- Are there any women on your list?

The exercise is powerful and moving. A static and potentially meaningless list of names on a wall comes to life. You can imagine the men; where they lived; the impact of their deaths on the streets where they lived. Supplement this enquiry – if you can – with old pictures of the streets in question, and pictures of men at the Front during the First World War.

The CWGC site is vast but usefully limited. It will certainly give results. If you have 20 names, you’ll be able to track down at least ten. The limitations mean that students can concentrate on a few data fields without being distracted and ‘lost’ in the deluge of text and data. On the other hand, the sheer size of the database means you won’t be disappointed with a nil result. Once you’ve established the basic facts, you can expand the research using tools such as Google Maps. The Imperial War Museum holds plenty of information on individual battles.

Do students have relatives that died in World War One or Two? If so, can they use the same database to track down where they are buried?

Google Maps/Google Earth can even let you see the satellite image of the graveyard — though if it’s out in the countryside it won’t be as high-definition as the cities and major towns.
History: Life at home

**Minding the home fires**

Create a sense of empathy by discovering how the war had a direct impact on children’s lives: from rationing and evacuation to Doodlebugs and blackouts.
Teaching ideas: life at home

- Take a look at an average weekly shopping list and identify the items on it that would have been available to a wartime shopper – a great way to get an idea of just how little they had. Come up with suggestions for how people could provide extra food for themselves during the war. Resource 13191: How was life different during the war? is a useful activity to record children’s research about how life has changed.

- It wasn’t just food that was rationed during the war – clothing coupons limited how many items could be purchased. Set a clothing challenge: consider the last 10 items of clothing that the children have been bought – would they have had enough coupons to buy them? Given a set amount of coupons, could they budget in order to buy enough clothing for a whole year? Resource 13217: Clothing coupons will put this issue into a modern context! Resource 13218: Report on rationing will develop wider ideas about rationing.

- Create your own classroom Morrison shelter. In small groups, take turns to enter the shelter, considering how you would pass the time and how you would be feeling. Go the whole hog with air raid sirens, it will add to the experience (but be aware that some children may find it upsetting). Resource 13210: Air raid shelters asks children to design their own air raid shelter and Resource 13212: Air raid precautions develops children’s grasp of the issues involved.

- Homes in the 1930s and 1940s were very different from modern homes. Why not interview grandparents to discover how they have changed and then hit the Internet for some online research? Resource 15362: What was it like? – Gathering evidence is a wonderful PowerPoint presentation that explores what the war was like for children. Resource 15902: Now and then is another great resource to develop children’s understanding.

- One of the biggest events of World War 2 was the evacuation of children away from towns and cities. Set up an evacuation centre in the hall giving each child an evacuation card with details of where they are to be sent and with whom. Children must come prepared with a suitcase containing only 10 items and be ready to explain why they need them. Resource 15926: Evacuation suitcase – activity pack contains a wealth of help for the busy teacher!

- Complete your project with a street party to celebrate VE day. Invite family and friends to join in with the celebrations and a PowerPoint Resource 9871: How did you feel on VE Day? will be most useful!
Resources contained within the History: life at home section of this pack

- How was life different during the war? ................................................................. 30
- Clothing coupons ........................................................................................................ 33
- Report on rationing .................................................................................................... 35
- Air raid shelter ......................................................................................................... 40
- Air raid precautions .................................................................................................. 43
- What was it like? – Gathering evidence ................................................................. 44
- Now and then ............................................................................................................. 47
- Evacuation suitcase – activity pack ......................................................................... 50
- How did you feel on VE Day? ................................................................................ 55
A selection of wartime childhood memories

My first recollection of the war is listening to the various reports on the radio from Mr Churchill, of which my mum and my grandparents were ardent followers. I was not permitted to speak. At the time we lived opposite my grandparents in Portsmouth, sharing the Anderson shelter in their garden with them. This meant that whenever the siren went, whether it was day or night, we had to rush across the road as in our little house all we had was a shelter fitted under the dining room table. I remember the shelter being fitted with bunk beds, a chair and a small table on which was kept fresh water and plenty of night lights.

My grandfather didn't like the shelter very much and stood at the entrance watching the night sky light up with shell fire and flames from the buildings which had taken a direct hit. When the Guildhall in Portsmouth was bombed, I remember being allowed to look out and see how horribly red the sky was. Doodlebugs passed over very frequently and made a long whining noise leaving everyone wondering just where they were going to land - when the noise stopped you knew that was where it was going to hit.

As the war got worse and Portsmouth was having it really bad, my grandparents suggested that my mum took us both away from the city. We ended up at a place called Tangemere which had an RAF airfield. I had an aunt and uncle who lived there. This proved to be a bad idea as the only shelter was a dugout in the middle of a field behind the cottage in which we were staying. At first we all crammed under the stairs in a cupboard until my uncle realised it was filled with oil for the lamp, so we started running across the field to the dugout instead. On one occasion we were dive bombed by a German aircraft making for the airfield. This was really scary as he started firing his guns, but thankfully we lived to tell the tale. After this close call Mum and I moved on to Rhyl, another bad idea as this was in line with the docks at Liverpool and raids became quite intense. However we managed to stick it out there until things got quieter and we returned to Portsmouth after about five years. I remember the terrible devastation of the country with bomb sites everywhere and large notices saying ‘DANGER KEEP OUT’. Big holes in streets were very upsetting to see, knowing it was where someone had lived.

Rationing must have been hard for the women who had to feed families - 2oz margarine and cheese and 4oz meat. Food was in really short supply but somehow everyone seemed to manage. I cannot ever remember Mum or Nan complaining. My mum’s favourite trick was to make her sponges with liquid paraffin and as I recall they were great, that was of course only when she had saved up enough of the other ingredients. Fruit and vegetables were very hard to come by as I remember.

As a child I suppose none of this really worried me as I had the protection of my family. I can recall touring the bomb sites with my friends and seeing who could find the most pieces of shrapnel!

On reflection the worst part was waiting and listening for the gunfire to stop or the whistle of the bombs to end not knowing whether they would land near to us. Believe it or not I can remember my grandmother saying one night after a very long and noisy raid, “Where do you think that one landed Harry? Poor souls.”

Photo
© http://commons.wikimedia.org/wiki/File:StateLibQld_1_120804_Comfortable_air_raid_shelter,_Nundah,_ca._1942.jpg
A selection of wartime childhood memories

I was born in 1937 so I was two at the outbreak of war. We lived in the Royal Marines barracks in Devonport but in 1940 when the bombing of Plymouth became really bad, we moved to Shropshire. My first recollection is going into a grocer’s shop in Newport, probably around 1942, and my mother asking if there were any chocolate biscuits and being told no (they were virtually unobtainable then). Later the same day we returned to the shop when there were no other customers and were handed a packet from under the counter. As a small child it all seemed very odd.

My grandparents from London suddenly appeared on our doorstep in 1942, having been forced to leave London when a bomb fell next to their block of flats in Lancaster Gate, taking the roof off their top floor flat. They had a very bad time. During the Blitz in 1940/1941, the bombing was so intense they spent every night sleeping on the platform in Lancaster Gate underground station. At night they had little sleep - beds consisted of rows and rows of tiered bunk beds with everyone mixed up, there were crying children, noise and trains running through the station from 6am until midnight. The stress eventually contributed to my grandfather's early death in 1947. This was a very common situation for Londoners.

When the war situation began to improve in late 1943 we moved to the Hampshire countryside. My first memory here was of an air raid at my nursery school when, following the air raid siren, we all gathered with our teacher under a heavy table (with reinforced steel mesh surrounds to protect us against flying objects) until the ‘all clear’ sounded.

There was a field attached to our house and I remember seeing my mother and aunt turning hay with a pitchfork late in the evening as part of the war effort. During the war double summertime prevailed, so in mid-summer the sun did not set until about 10:30pm. One day our field was covered in strips of silver paper dropped by British planes to confuse the radar in the German planes.

By 1943 strict rationing was in force and it was impossible to buy food or clothing without producing ration coupons. We had a big garden and grew all our own vegetables and kept chickens, ducks and a pig (as did many other families) to ease the food shortage. Like many households, families joined together to ease rationing difficulties. Under our roof lived my mother, my brother and myself, my aunt and her son and my grandmother. All the men were away fighting.

Occasionally we would get a telephone call from my London grandparents, saying there was a lull in the bombing and my mother, my brother and myself would set off by train to London laden with chickens, eggs and vegetables and received very envious looks from the other passengers, although many were doing the same. One time I was left with my grandparents while my mother and brother returned home, presumably they thought I would be safe. However one night the bombing resumed and I well remember waking up, terrified, as the whole flat was shaking. The cause was the anti-aircraft guns firing for all they were worth. We went downstairs with our blankets, to the bottom flat in the block where we spent the rest of the night. By this stage (1943/1944), this was the regular routine rather than sleeping on the station platform.

Our eggs and vegetables were very valuable, as during the worst of the rationing the egg ration was one egg per person per fortnight! To alleviate the problem, parts of the Royal Parks were ploughed up and turned over to allotments. My grandparents had one in Kensington Gardens where they grew a surprising quantity of vegetables and fruit. I remember picking blackcurrants there at the end of the war. The iron railings of the allotments had been removed early on in the war to be melted down to make aircrafts and guns, so it was surprising there were no thefts of the produce grown there.
Back in Hampshire all residents who lived within a certain distance of the south coast had to hand in their binoculars and cameras for security reasons. For some reason my mother had kept her binoculars and one morning my aunt shouted to us to come upstairs. We looked out the window across to the Isle of Wight, where the whole of the Solent as far as you could see was filled with a mass of shipping - the D Day invasion fleet was gathering. The same day we went up the lane to the main road to the coast to watch endless columns of tanks rumbling down to the coast. All along the surrounding country lanes tanks were lined up, using the trees as camouflage.

All potential landing places on the coast were cordoned off with barbed wire and tank traps so there was no question of spending a day at the seaside. But we did know a little cove too small for a landing where we went to swim in the summer.

The war ended when I was ill in bed and I can remember an announcement on the radio, then a speech by Churchill and the National Anthem being played. I remember dancing on my bed so I cannot have been very ill!

My last recollection of those times was travelling on the top of a London bus with my grandparents to Piccadilly Circus to see all the advertising lights being switched on for the first time for seven years – it was probably early 1946.

Photos
© air raid shelter

© rationing advert
http://commons.wikimedia.org/wiki/File:RATIONING_MEANS_A_FAIR_SHARE_FOR_ALL_OF_US_-_NARA_-_515276.jpg
How was life different during the war?

Look through each of the categories in the table. For each one, think about what you know about life during the Second World War and what life is like today. The first one has been done for you.

### Clothes

**During the Second World War:**
Boys wore short trousers and girls wore skirts or dresses. Clothes were rationed so people often had to make their clothes last a long time. They used fabric and wool from old clothes to make new ones. People were given clothing coupons to get new clothes but these were very limited.

**Today:**
There are lots of different clothes to buy in the shops. Most people buy their clothes rather than make them. Most of the clothes are made overseas in countries like China. People have lots of different clothes for different occasions.

### Jobs
### How was life different during the war?

<table>
<thead>
<tr>
<th>During the Second World War:</th>
<th>Today:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Soldier" /></td>
<td><img src="image" alt="Blank" /></td>
</tr>
</tbody>
</table>
How was life different during the war?

Food

During the Second World War:

Today:

Entertainment
How was life different during the war?

During the Second World War:

Today:
**How was life different during the war?**

To access this resource please log in to the Teachit Primary website and type 13191 into the search bar.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Now</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing is rationed and clothes have to be mended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lots of women work in factories to make weapons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People shop in supermarkets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People listen to the wireless as there is no TV.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People buy most of their clothes from shops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweets are rationed to 454g a week each!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People can watch DVDs and download MP3s.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If people wanted to buy new clothes during the Second World War they needed to take their book of clothing coupons with them. The shopkeeper would then cut out the coupons. In 1942 every man, woman and child was allowed 48 coupons a year for new clothes, but if you were aged 14-16 you were allowed 20 extra coupons.

Below is a list of how many coupons were needed for different items of clothing.

<table>
<thead>
<tr>
<th>Men and boys</th>
<th>Adult</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lined mackintosh or raincoat</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Coat, jacket or blazer</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Waistcoat, cardigan or jersey</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Trousers</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Shorts</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Dressing gown</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Pyjamas</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Shirt</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Underpants</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Pair of socks</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Scarf, or pair of gloves or mittens</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pair of boots or shoes</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women and girls</th>
<th>Adult</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lined mackintosh or raincoat</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Dress</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Blouse</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Cardigan or jumper</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Skirt</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Pyjamas</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Apron or pinafore</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Petticoat</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Underwear</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Socks (ankle length)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Scarf, or pair of gloves or mittens</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Pair of slippers, boots or shoes</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Imagine you have 48 coupons to spend for a whole year. Decide what you would use the coupons for, and remember … they would be your only new clothes for the whole year!
<table>
<thead>
<tr>
<th>Item of clothing</th>
<th>Coupons needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

Can you think of any ways to get other clothes and not have to get them new from a shop?

How might you be able to make the clothes you already have last longer?

---

**Think about …**

What do you think would have happened if clothing hadn’t been rationed?

---

**Did you know?**

Clothes rationing didn’t stop until March 1949! Even after the war ended, life took a long time to return to normal and material was still in short supply.
You are going to write a report about rationing during the Second World War. Find out what these items were and how and why they were used.

Make some notes in the boxes.
‘Dig for Victory’ poster

A warning to people not to waste food
Planning

Use the report writing planner to make notes for the different paragraphs within your report.

Make Do and Mend
How did people make their clothes last longer?

Dig for Victory
What did people do at home to provide more food for their families?

Rationing
What is it and why did it happen during the war?

Ration books
What were they and why were they used?

A warning not to waste food
Why was it important not to throw food away?
Write a report on rationing during the Second World War

- Introduction

- Rationing

- A warning not to waste food
• Make Do and Mend

• Ration Books

• Dig for Victory
Read the facts about different air raid shelters used during the Second World War. Here are some questions to think about.

**Why did people need air raid shelters?**

**Can you describe what they looked like?**

**What were they made out of?**

**What were the good things about them?**

**What disadvantages did they have?**
People needed to protect themselves from the bombs being dropped by German aircraft. Bombs were dropped at night-time over many cities and over places that were important to the British war effort, like weapons factories.

Anderson shelters were made from six corrugated iron sheets bolted together at the top, with steel plates at either end. These shelters were half buried in the ground with earth heaped on top to protect them from bombing.

The Anderson Shelters were dark and damp and people did not like to sleep in them. They tended to flood and it was very noisy inside too.

By September 1939, one and a half million Anderson shelters had been put up in gardens.

After the war ended, local councils sold the shelters for £1 each. Some people dug them up and built them on top of the ground, fitted them with proper wooden doors and used them as garden sheds.

Anderson shelters were given free to poor people. People who earned more than £5 a week could buy one for £7.

Some people did not have a garden so Morrison shelters were introduced in March 1941. These shelters, made from heavy steel, could also be used as a table. People sheltered underneath it during a raid.
You are going to design and build a model of an air raid shelter.

<table>
<thead>
<tr>
<th>Draw a labelled sketch of your model.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What materials will you use?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step by step plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What features will you add to the inside of your model?</th>
</tr>
</thead>
</table>
Complete the sentences in the table and then draw a picture to illustrate each sentence.

<table>
<thead>
<tr>
<th>White lines were painted on the kerbs so …</th>
<th>A siren would sound letting everyone know that …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Air raid wardens had the job of …</td>
<td>People hung blackout curtains which …</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone carried a gas mask in a box which …</td>
<td>People used air raid shelters in their gardens …</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching notes

- This activity requires access to the PowerPoint resource. You will need one copy of the leaflet writing frame (printed double sided) per child and one A3 copy of the leaflet.

- Work through the PowerPoint presentation discussing each of the images taken from the text, using the questions as prompts. You may need to provide additional information to help pupils answer all the questions.

- Note down pupil responses to the questions on a flipchart or an A3 copy of the leaflet writing frame.

- Children use the information they have gathered to produce a leaflet about what it was like for children who were evacuated during the Second World War. Remind the children to include facts about evacuation as well as how they think the children at the time may have been feeling.
<table>
<thead>
<tr>
<th>What was it like?</th>
<th>Air raids</th>
<th>Down in the shelter</th>
<th>Bomb damage</th>
</tr>
</thead>
</table>

By ........................................

© www.teachitprimary.co.uk 2014
<table>
<thead>
<tr>
<th>Gas masks</th>
<th>At the train station</th>
<th>Food shortages</th>
<th>Staying together</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="99x96_to_198x187" alt="Image" /></td>
<td><img src="280x96_to_380x187" alt="Image" /></td>
<td><img src="462x96_to_562x187" alt="Image" /></td>
<td><img src="644x96_to_743x187" alt="Image" /></td>
</tr>
</tbody>
</table>
Life in Britain has changed in many ways since the 1930s. Look at the statements below, then cut them out and sort them into **Life in the 1930s** and **Life in the present day**.

<table>
<thead>
<tr>
<th>People go on holiday all over the world.</th>
<th>Many types of food, including Indian, Italian and Chinese, are unknown.</th>
<th>Most people travel by train, bus or coach.</th>
<th>Lots of people have jobs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The radio is the main form of entertainment in the evenings.</td>
<td>Britain is a multicultural society.</td>
<td>People who have holidays usually go to the British seaside.</td>
<td>Most people travel by car.</td>
</tr>
<tr>
<td>Most people living in Britain are white.</td>
<td>Television is the main form of entertainment in the evenings.</td>
<td>People enjoy foods from all over the world.</td>
<td>Both boys and girls attend school.</td>
</tr>
<tr>
<td>Most children leave school at 14.</td>
<td>Most pupils stay at school or college until they are at least 18 years old.</td>
<td>Many men work 50-55 hours a week.</td>
<td>Most people work less than 40 hours a week.</td>
</tr>
<tr>
<td>Not everybody has enough money for luxuries.</td>
<td>Britain doesn’t have an empire.</td>
<td>Britain has a large empire.</td>
<td>Britain is ruled by a monarch.</td>
</tr>
</tbody>
</table>
Sort the statements into the columns below. Some of the statements may describe both the 1930s and the present day.

<table>
<thead>
<tr>
<th>1930s</th>
<th>Both</th>
<th>Present day</th>
</tr>
</thead>
</table>

Name: .......................................................... Date: ...........

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Now and then – interactive activity

To access this resource please log in to the Teachit Primary website and type 15902 into the search bar.

- 1930s
- Both
- Present day

Not everybody has Britain is ruled by a monarch.
Imagine that you are about to be evacuated from a big city to a small village.

Think about what you would take with you. Remember, everything has to fit into one small suitcase.

Cut out and sort the following cards, placing them in order of importance on the ‘diamond nine’ sheet. The most important item should go at the top.
Now think about all the things that you will miss when you are evacuated.

Cut out and sort the following cards, placing them in order of importance on the ‘diamond nine’ sheet. The most important item should go at the top.

cuddles with Mum | tidying up your bedroom | playing with old friends

sleeping in your own bed | air raid sirens | hug from Dad

sleeping in an air raid shelter | no lights on after dark | Mum’s cooking
What would you pack if you were about to be evacuated? Write or draw the things you would take in the suitcase below.
How did you feel on VE Day?

In this picture, Prime Minister Winston Churchill is giving the victory sign to crowds gathered in London on 8 May 1945.

‘I couldn’t wait for the war to end. When the Germans surrendered in 1945 we had a huge street party.’
'When the war ended I returned home to the city. My dad came back from the war and we were a proper family again.'

‘Even though the war was over we still had rationing. Food was in short supply and it was still difficult to get coal.'
'Everyone was happy and dancing in the street, but all I could think was, 'How can they be so happy when I'll never see my father again?'.

Choose a quote from the previous slides. Think about who said it, and what events might have led up to that point.

How was that person feeling at the end of the war?

Is it what you would expect?

Discuss what they would include in a diary entry for that evening.
How did you feel on VE Day?
Literacy

Michael Morpurgo is probably best known for his stories with wartime settings, so his writing provides us with a host of texts to choose from. With emails and blogging not yet on the horizon, communication during the War was all down to letter writing and diary entries – so hone these skills before they are lost forever!

Literacy teaching ideas bank

- Morpurgo’s books are great for getting into the mood of wartime Britain and other parts of Europe, but they also contain a bank of information that we can use in our historical studies. So whether you choose to take a whole text or extracts from a selection, his books are sure to provide an engaging source of secondary evidence. Resource 10112: I Believe in Unicorns provides a wealth of useful creative writing follow-ups to the book. Based on another of Morpurgo’s books Resource 10308: Friend or Foe activity pack is an excellent set of stimuli for writing on the theme of evacuation.

- Ask children to imagine they are going to be evacuated and are to attend a new school. They will need to write a letter of introduction explaining their likes and dislikes. You might like to use the template Resource 11943: Letter to a new teacher to structure this. There are several additional resources that will help with work on evacuation in the History: Life at home section of this pack.

- Evacuees were encouraged to write positive letters home so that their parents would not worry. Model writing two versions of the same letter: one version hiding their true feelings and one revealing them, through different adjective and adverb choices.

- Just like Anne Frank, many people kept diaries to record their personal views of what was happening to them during the war, from prisoners of war to evacuees. Create a range of character profiles through spotlighting to highlight people’s differing experiences during the war. On a theme of diary writing Resource 17135: A week of diary writing – step back in time is a great start or you might prefer Resource 8194: My diary.

- In Britain, the reading and writing of poetry became a popular way of responding to extreme emotions. Collect together a bank of phrases to develop use of figurative language to produce poems from different viewpoints. Resource 11481: World War II picture poetry is a great way to approach this.
## Resources contained within the Literacy section of this project pack

<table>
<thead>
<tr>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe in Unicorns</td>
<td>61</td>
</tr>
<tr>
<td>Friend or Foe activity pack</td>
<td>78</td>
</tr>
<tr>
<td>Letter to a new teacher</td>
<td>93</td>
</tr>
<tr>
<td>A week of diary writing – step back in time</td>
<td>95</td>
</tr>
<tr>
<td>My diary</td>
<td>97</td>
</tr>
<tr>
<td>World War II picture poetry</td>
<td>99</td>
</tr>
</tbody>
</table>
We know that Tomas does not like going to school. He would rather be walking in the mountains exploring things for himself. He makes up all sorts of excuses to try to get out of going to school, like having a stomach-ache or a headache. However, his mother always knows he is lying.

You are going to write a conversation that Tomas could have with his mother, trying to get out of going to school. You need to remember the rules of writing dialogue:

★ Put speech marks around the spoken words.

★ Put “ at the beginning of spoken words.

★ Put ” at the end of spoken words.

★ Start a new line for a new speaker.

★ Place an additional punctuation mark before the closing speech marks, e.g. ?’!’ .’ or ,’.”
You may want to start your writing like this:

**Tomas looked at the glorious mountains from his bedroom window and longed to be running along the lush green pathways. He clutched his stomach and stumbled into his mother’s room.**

“Mother,” he wailed, “I’ve a pain in my tummy, it feels like knives.”
You are going to create a poster to encourage others to come to the library to hear stories by the Unicorn Lady. Before you start you need to think about:

★ Who should come?
★ When should they go to the library?
★ What will they see and hear when they go?
★ What makes it so special?
★ What do the people who already go think about it?

Make some notes on this table:

<table>
<thead>
<tr>
<th>Who should come?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>When should they go to the library?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What will they see and hear when they go?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What makes it so special?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What do the people who already go think about it?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
We see the day of the bombings from Tomas’ point of view. On pages 56–73 we find out what happens during that night. Re-read those pages. This is a summary of what happens that day:

Thomas sees a plane flying over, then hears bombs dropped far away

Mother went to town to get Grandma and Tomas and his father ran to the woods.

Mother and Grandma return and they all huddle together.

People join them in the woods but they can’t see Mother and Grandma.

Franco’s father goes to the woods to tell everyone it is safe to return but doesn’t know where Tomas’ father is.

Tomas returns to his farm to see all the animals are dead and in the town people are putting out fires.

Father and the Unicorn Lady go in the burning library to collect books and they organise the towns people to save as many books as possible.

Father and the Unicorn Lady carry out the carved unicorn

Mother went to town to get Grandma and Tomas and his father ran to the woods.

Mother went to town to get Grandma and Tomas and his father ran to the woods.

The Unicorn Lady tells the story of how the unicorn was made.

Draw a flowchart like this one for another person who was there, such as Mother, Grandma, Father or the Unicorn Lady. Where do they go, what do they see and how do they feel?
I believe in Unicorns
In pairs, discuss each point and make some notes.

Why did Tomas want to leave the library when he first went there?

Why do you think the children keep on going to the library?

Is Tomas the kind of boy you would be friends with? Why?

Why were Tomas’ parents so pleased when he read by himself?

What does the Unicorn Lady mean when she says ‘Buildings they destroy – dreams they cannot’?

Why does the Unicorn Lady want to protect the books so much?

What made the stories told by the Unicorn Lady so special?

Why did Tomas tell his mother that he didn’t enjoy the stories?
The Unicorn Lady tells the story of how her book became all charred and black. You are going to retell the story in the style of a comic strip, with words and pictures. Remember to use thought bubbles and speech bubbles to show what the people think and say.

YEARS AGO …

| SOLDIERS IN BLACK BOOTS TOOK ALL THE BOOKS OUT OF BOOKSHOPS, LIBRARIES AND SCHOOLS. | THEY SET THEM ON FIRE AND CHEERED AS THEY BURNED. |
| A MAN CRIED OUT AND TOOK A BOOK FROM THE FLAMES. | THE SOLDIERS CHASED AFTER THE MAN AND HIS LITTLE GIRL. |
| THE SOLDIERS HIT HIM WITH STICKS BUT HE HELD ON TO THE BOOK. | THE LITTLE GIRL KEPT THE BOOK AND WHEN SHE GREW UP IT WAS HER MOST TREASURED BOOK. |

TODAY …
You are going to write a newspaper article that covers the story about the library re-opening after the war.

At the end of the book, the war has ended and the library re-opens. It is described in the book as a very special day:

“The dark days of the war did come to an end, and in time every house was rebuilt, and so was the library. It looked just the same as the old one, only newer of course. The unicorn was restored and repainted, and we all brought our books back and filled the library again.” (p74)

“The flags were flying, the band was playing. Everyone was cheering and clapping. Mother and Grandma were there too. They both cried, I noticed and I loved that. The Mayor made a speech which began: ‘This is the Day of the Unicorn, the greatest day our town has known, the day we can all make a new start together.’ There were fireworks that evening, and singing and dancing.”

Tomas, his father and the Unicorn Lady get to carry the restored unicorn back into the library. (p75)

Write your article about the war ending and the library re-opening.

Remember to include:
★ An opening sentence giving the facts of the story: who, what, where, when
★ Quotes from people who are involved
★ Vocabulary that makes it sound exciting
★ You may also use a picture with a caption
# Planning sheet

## Headline

**Who, what, where, why, when?**

## List the different things that happened

## Circle the people who you would like to get quotes from:

- Mayor, Tomas, Unicorn Lady, Mother, Grandma, Father, Band Member, person in crowd, someone who kept books at their house, someone who remembers the bombing, person who helped to re-build the library.

## What may they say?

## Which words or phrases will you use to make it sound exciting?
I believe in Unicorns

The Unicorn Times

26 October 1947
Main points of the story

Cut out these boxes and work out which order they need to go in to retell the story correctly.

<table>
<thead>
<tr>
<th>Tomas grew in confidence as a reader. He read a story to his mum at bedtime for the first time and made his parents very proud.</th>
<th>The Unicorn Lady told them all how her father saved a book from being burnt by some soldiers. It has become her most treasured book.</th>
<th>One rainy day mum insists that he go with her to the library instead of going outside. He does not want to go, as he hates the thought of hearing stories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Unicorn Lady wanted to save as many books as possible. The townspeople organised a chain, taking the books from the library to a safe place.</td>
<td>Tomas hated school and would do anything he could to avoid going. He much preferred to spend time outdoors running around in the mountains.</td>
<td>Tomas grew up to be a writer and still visits the carved unicorn when he needs to think about his stories.</td>
</tr>
<tr>
<td>Tomas sees the carved unicorn and joins the story telling session. He loves listening to the stories and persuades some of his friends to come along as well.</td>
<td>After the war, the town was rebuilt. The library re-opened and all the books were safely returned.</td>
<td>The war came to the town. Many buildings were destroyed and all the animals on the farm were killed.</td>
</tr>
</tbody>
</table>
It is very important to the Unicorn Lady that the books and the carved unicorn are saved. On page 72, she says: “As for the library, it’s just a building. Buildings they can destroy. Dreams they cannot. Buildings you can always build again.” For her, the books were not just paper with words on, but ideas, thoughts, magic and dreams.

Do you think the townspeople were right to risk their lives to rescue books?

Why do you think the soldiers burnt the books?

What happened in the Unicorn Lady’s past to make her value stories so much?
What would you have saved if you had been in the town that night?
Why is it so special to you?
Describe the setting

The book is set before the beginning of the Second World War in a small town in the mountains. The opening pages describe the town and the surrounding area in detail. We can see how the beauty of the area pulls Tomas away from school work.

You are going to write a paragraph describing this area, which could be an opening to a story. To begin with think of some **adjectives** you could use to describe these places.

........................................ town
......................................... roofs
....................................... buildings
....................................... hills
....................................... trees

........................................ reflection
.......................................... lake
.......................................... hills
.......................................... sky
.......................................... trees
At the start of the story we find out a lot about what Tomas loves and what he hates. Complete the table below by writing the words under the correct heading. Remember, all the information is given at the beginning of the story.

**Which things does Tomas like and which does he dislike?**

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>honey</td>
<td></td>
</tr>
<tr>
<td>picnics</td>
<td></td>
</tr>
<tr>
<td>church</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>stories</td>
<td></td>
</tr>
<tr>
<td>deer</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td></td>
</tr>
<tr>
<td>shopping</td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td></td>
</tr>
<tr>
<td>mountains</td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td></td>
</tr>
<tr>
<td>feeding bees</td>
<td></td>
</tr>
</tbody>
</table>

Do you think you are similar to Tomas or different? Explain your answer.
Tomas’ thoughts change throughout the story. Complete the thought bubbles showing what Tomas thinks at different points of the story. The first one has been done for you.

**When he would rather go to the mountains than to school:**

I like nothing more than feeling the sun on my skin and racing through the trees. The air is so fresh and sweet here. Why should I go to school? I can’t do the things the other children do. They just laugh at me when I get the answers wrong. I want to keep bees like my fathers. You don’t need to read to do that!

**When he first enters the library and sees the unicorn:**
When the war comes to his village:

When the townspeople save all the books from being burnt:

When the library re-opens:
Throughout the story there are some tricky words. You need to check you understand their meaning.

Some of the tricky words are listed below alongside the page where they can be found.

Lingered (p13) – ‘I loved the deep dong of the church bell that lingered long in the air.’

Religiously (p13) – ‘Mother and Grandma always went, religiously.’

Adamant (p17) – ‘But mother was adamant. She never let me miss a day of it …’

Vehemently (p21) – ‘I was still protesting vehemently as she put on my coat.’

Indignation, outrageous, infringement and liberty (p22) – ‘Just to show how deep was my indignation at her outrageous infringement of my liberty.’

Hesitated (p22) – ‘Even now I still hesitated.’

Working with a partner, discuss what the words mean from how they are used in the text. Use a dictionary to look up the meaning of the words and see whether you were right.

Choose five of the words and include them in new sentences.
To access this resource please log in to the Teachit Primary website and type 10112 into the search bar.

<table>
<thead>
<tr>
<th>Which things does Tomas like and which does he dislike?</th>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountains</td>
<td></td>
<td></td>
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<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picnics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the beginning of the book David wakes with a feeling of dread as he remembers it’s the day he is to be evacuated.

Remember, some things have already happened to David before the beginning of the book that affect how he feels.

- His father has been killed in the war.
- His mother has told him he needs to be the ‘man of the house’ and that ‘men don’t cry’.
- His neighbours, the Perkins, have been killed in a bombing raid.
- His mother is going to be moved to Kent, to be stationed on anti-aircraft guns.
- He has no idea who he will be living with when he is evacuated.

However, there are some benefits to his situation:

- He is travelling with his best friend, Tucky.
- He is moving to Devon, where he will be safe from the bombs.
You are going to write about David’s thoughts at different points of his journey.
On the way to the train

On the journey
Waiting on the stage to be chosen
You are going to write David’s diary for the first night he spends at the house in Devon. Lots of things happen to him on that day. Look at the list below and try to put them in the correct order by numbering them from 1 to 8.

<table>
<thead>
<tr>
<th>Event</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>David sits in a train carriage with Mrs Roberts, who smokes all the way.</td>
<td></td>
</tr>
<tr>
<td>David says goodbye to his mother at Highbury and Islington station and does not cry.</td>
<td></td>
</tr>
<tr>
<td>All the other children are chosen and David and Tucky are left.</td>
<td></td>
</tr>
<tr>
<td>David arrives in Devon and is given soup and bread.</td>
<td></td>
</tr>
<tr>
<td>David travels on the underground to Paddington where there are lots of other children.</td>
<td></td>
</tr>
<tr>
<td>David’s mother brings him a sliced apple in bed.</td>
<td></td>
</tr>
<tr>
<td>Mr Reynolds decides to take David and Tucky home with him.</td>
<td></td>
</tr>
<tr>
<td>David meets Tucky at the underground station.</td>
<td></td>
</tr>
</tbody>
</table>
Consider David’s feelings at each of these parts of his journey. Choose words that match each part. You may use a word more than once or not at all.

<table>
<thead>
<tr>
<th>Event</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>David’s mother brings him a sliced apple in bed.</td>
<td></td>
</tr>
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<td>David meets Tucky at the underground station.</td>
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</tr>
<tr>
<td>Mr Reynolds decides to take David and Tucky home with him.</td>
<td></td>
</tr>
</tbody>
</table>
In a diary, instead of writing ‘I felt scared’ it may be better to imply that you are scared by writing: ‘I felt butterflies in my tummy and my legs went wobbly.’

Look at all these things that may happen when you are scared. Can you add to the list, then do the same for ‘relieved’?
David’s diary

It has been a most extraordinary day. At first...
When David has just settled into his new home in Devon he receives this letter from his mother.

Dear David

I hope you’re being a good boy for your hosts. Remember your manners all the time and make sure you help around the house.

I bet you are having a lovely time in the countryside. It must be great having all that space to play and all that fresh air. You must let me know all the things you have been up to since you arrived.

Are you being good at school? I hope you are listening to your teacher and working hard. What is your new school like and how are your classmates? Do they talk funny?

I miss you very much. I’m now in an ack-ack-battery in Kent. I’m living by the sea and I’m sure you would love some of the beaches nearby. We’ll come back here together when the war is over.

Be brave my darling. Remember to keep your chin up and not cry. You have to be the grown man now and mummy loves you very much.

Be good.

All my love,

Mummy xxx

Write David’s reply, answering all his mother’s questions.
## Planning grid

Make some notes under each of these headings to think about what David will write as a reply.

<table>
<thead>
<tr>
<th><strong>What will he say about Mr Reynolds and Ann?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What will he say about life on the farm?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What will he say about school?</strong></th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What will he want to know about his mother?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How will he reassure her that he has been good and brave?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Dear Mother,

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You are going to make a cartoon strip of the part in the story where David nearly drowns and is saved by the German airman.

In the book we read about the drowning from David’s viewpoint. Re-read the event on p68-69.

We know that David and Tucky are trying to cross the river by some stepping stones. David falls in when the final jump is too big for him. The force of the river drags him under. Then he feels arms around him as the airman saves him. Tucky tells him what happened on the riverbank.

Think about what Tucky and the airman could be doing as David falls in. You will also need to include speech bubbles showing what the different characters may say and some thought bubbles showing what they are thinking.

Divide the event into 8 sections, each one will become part of the cartoon strip.
Make some brief notes about what will happen in each box.

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>
David has a difficult decision

David does not know what to do when faced with the German airman who saved his life. Read both sides of the argument and decide what you would do if you were David.

<table>
<thead>
<tr>
<th>He should tell someone about the soldiers because:</th>
<th>He should help them to escape because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They are the enemy.</td>
<td>• One of them saved David’s life by risking his own.</td>
</tr>
<tr>
<td>• His father was killed by Germans.</td>
<td>• They do not look frightening, but hungry and exhausted.</td>
</tr>
<tr>
<td>• The airmen have just been bombing innocent people in Plymouth.</td>
<td>• They are people, just like David.</td>
</tr>
<tr>
<td>• Mr Reynolds and Ann have been kind to him and they would expect him to.</td>
<td></td>
</tr>
<tr>
<td>• They spent a long time with the Home Guard looking for them.</td>
<td></td>
</tr>
<tr>
<td>• One of them is injured, so won’t get very far.</td>
<td></td>
</tr>
</tbody>
</table>

Write a paragraph about what you would do if you were David and why. Think about what would happen as a consequence of your actions.
To access this resource please log in to the Teachit Primary website and type 10308 into the search bar.

'Friend or Foe' by Michael Morpurgo: Can you put these events in the right order?

- Mr Reynolds decides to take David and Tucky home with him.
- David says goodbye to his mother and doesn't cry.
- David meets Tucky at the underground station.
- David arrives in Devon and is given soup and bread.
- David arrives at Paddington where there are lots of other children.
- David sits in a train carriage with Mrs Roberts, who smokes all the way.
- David's mother brings him a sliced apple in bed.
- All the other children are chosen and David and Tucky are left.
Date: ..............................................

Dear ........................................ ,

I will be in your class next year and would like to tell you a little bit about myself.

I am ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

I live ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

My favourite subject in school is ........................................................
because ......................................................................................................................
........................................................................................................................................
........................................................................................................................................

In my free-time I am particularly keen on ..........................................
........................................................................................................................................
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........................................................................................................................................
During the past year, the projects I enjoyed most were ..............................
......................................................................................................................
......................................................................................................................
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This is because ............................................................................................
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I particularly like learning ............................................................................
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Next year I aim to ...........................................................................................
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I know I will need some support with .........................................................
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I would like to be challenged to .................................................................
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......................................................................................................................
I am looking forward to ...............................................................................  
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Yours sincerely,
Imagine:
You are living in London during the Blitz and your father is away fighting in the war. You live with your mother and younger sister/brother. Your neighbours’ house has just been bombed and you are about to be evacuated to a farm in the countryside.

Two days before you’re due to be evacuated.
How are you feeling? What is the atmosphere like at home?

The day before the evacuation.
What items have you chosen to take with you? How are the other members of your family behaving?
The day of your evacuation.
What happens at the station as you say goodbye? What is your journey to the farm like?

________________________________

________________________________

________________________________

________________________________

The day after the evacuation.
What do you like about your new temporary home? How are you feeling?

________________________________

________________________________

________________________________

________________________________

Two days after your evacuation.
What are you missing from home? How is your brother/sister feeling?

________________________________

________________________________

________________________________

________________________________
Name: .................................................................. Date: ...............................................

LO: To learn to write a diary entry

Diary plan

<table>
<thead>
<tr>
<th>Opening statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event (what happened?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings (how you felt):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anything else / other information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Now use your plan to write your diary extract.
Now swap your book with a partner. Cut out the checklist and stick it below your friend’s writing. Highlight the checklist when you find evidence of the checklist points in their writing.

**Diary checklist**

<table>
<thead>
<tr>
<th>Does the diary have...? Tick the statement if they have included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>events written in the past tense</td>
</tr>
<tr>
<td>writing in the first person (I went…)</td>
</tr>
<tr>
<td>description of how they felt</td>
</tr>
</tbody>
</table>

**Two stars and a wish**

Write down two things that are great about your partner’s diary and one thing to improve.

.................................................................

.................................................................

.................................................................

.................................................................
A picture poem uses pictures and words to describe something.

Look at this picture poem describing the Second World War.

How do the words and pictures go together?

Make your own picture poem to describe the Second World War.
Design technology

In true Blue Peter style ...

Get creative with old junk to give it a new lease of life – the 1940s was all about making do and mending things you already had, so take a look at some of our practical ideas.

2014 curriculum coverage:

Design Technology aims met within this project pack

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- understand and apply the principles of nutrition and learn how to cook.

Design Technology KS1 subject content covered within this pack

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Design Technology KS2 subject content covered within this pack

- Investigate and analyse a range of existing products.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
### Teaching ideas

- With food in such short supply it was a matter of making do with what was available. Take a look at some recipes and consider how you could create wartime alternatives or just try out some wartime favourites. [Resource 17142: Wartime recipes](#) is just what you need!

- Never eaten a banana! With so much choice available these days, we can be picky about what we eat. Try out some wartime sandwich fillings to see which are the favourites from the limited selection – be ready for some moans and groans! [Resource 17141: Rationing in World War 2 – sandwich filling survey](#) provides some excellent ideas to get you started.

- New toys were scarce, due to limited materials. Gather together old socks and gloves to design and create some toys and puppets. Instructions can be found in [Resource 17193: Sock monkey template](#).

- With material shortages, people were encouraged to recycle and reuse – sound familiar? People collected scrap metal as part of war effort. Consider how you would persuade people to do their bit for the war effort. [Resource 13193 Propaganda PowerPoint](#) does what it says on the tin.

- Nothing was thrown away during wartime – a use was found for everything! Make a collection of scraps of materials to try out rag rugging or have a go at paper making using scrap paper.
Resources contained within the Design Technology section of this pack

Wartime recipes.......................................................... 103
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Sock monkey template .................................................................. 108
Propaganda powerpoint.................................................................. 110
War time recipes

**Carrot fudge**

You will need:
- 4 tablespoons grated carrot
- 1 gelatine leaf
- orange squash
- saucepan
- flat dish

- Put the carrots in a pan and cook them gently, in just enough water to keep them covered, for ten minutes.
- Add orange squash to flavour the carrot.
- Dissolve a leaf of gelatine and add it to the mixture.
- Cook the mixture again for a few minutes, stirring all the time.
- Spoon it into a flat dish and leave it to set in a cool place for several hours.

**Potato sponge**

You will need:
- 200g flour
- 50g sugar
- 25g butter
- 25g raw grated potato
- 1 teaspoon baking powder
- pinch of salt
- water

- Rub the butter into the flour.
- Add salt and baking powder.
- Stir in grated potato and mix with water.
- Add fruit or flavouring.
- Place in a basin and steam for 1 ½ - 2 hours.

**Potato scones**

You will need:
- 150g flour
- 50g mashed potato
- 1 teaspoon baking powder
- ½ teaspoon salt
- 25g butter
- 4 tablespoons milk

- Mix flour and salt.
- Add potato and baking powder.
- Rub in butter.
- Add milk to make a soft dough.
- Roll out to a 2cm thickness and cut into rounds.
- Bake for 15 minutes in a hot oven.
War time recipes

Salad cream

You will need:
½ pint milk
¼ pint vinegar
1 egg yolk
1 tablespoon sugar
1 teaspoon celery salt
1 teaspoon pepper
1 dessertspoon mustard

• Mix mustard, pepper, salt, sugar, egg yolk and milk in a saucepan or basin.
• Add the vinegar, drop by drop.
• Boil until the mixture thickens.

Cheesy pudding pie

You will need:
¼ teaspoon dried mustard
2 eggs
½ pint milk
300g cheese
salt and pepper

• Mix all ingredients.
• Pour mixture into oven proof dish lined with greaseproof paper.
• Pop in oven for 20 minutes, gas mark 6.
• Leave to cool.

Apple dessert

You will need:
500g cooking apples
½ pint condensed milk
orange squash
50g dried fruit

• Grate apple.
• Mix apple and condensed milk.
• Add small amount of orange squash.
• Add dried fruit and mix before serving.
Alternative sandwich fillings:

**Mock crab sandwich**

You will need:
- 12g margarine
- 2 eggs/dried egg
- 25g cheese
- 1 dessertspoon salad cream
- 2-3 drops of vinegar
- salt and pepper

- melt margarine
- beat eggs and scramble
- add all other ingredients

**Carrot sandwich**

You will need:
- 2 carrots
- ¼ white cabbage
- 2 tablespoons chutney
- salt and pepper

- finely grate the carrots and cabbage
- stir in the chutney
- add salt and pepper to taste

**Marmite and lettuce (or rather dandelion leaf) sandwich**

You will need:
- Marmite or any yeast extract
- dandelion leaves

- wash dandelion leaves well and dry with kitchen roll
- spread Marmite on bread and add leaves

**Mock banana sandwich**

You will need:
- 1 parsnip
- banana essence
- sugar (to taste)

- peel parsnip and boil in unsalted water until tender
- when cool, dry with a paper towel
- slice and mash the cooked and cooled parsnips
- add a few drops of banana extract and sweeten to taste

**Spam and egg sandwich**

You will need:
- 1 tablespoon margarine
- 2 tablespoons chopped onion
- 1 slice Spam/tinned cooked ham
- 1 egg

- melt butter in pan and fry onion
- mash the slice of cooked ham and add to the pan
- add beaten egg to the pan and cook until firm
Complete the sandwich survey for your class by producing a tally to show favourite fillings.

<table>
<thead>
<tr>
<th>Sandwich filling</th>
<th>Number of children</th>
<th>Total</th>
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<tbody>
<tr>
<td>mock crab</td>
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<tr>
<td>carrot</td>
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<tr>
<td>dandelion and Marmite</td>
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<tr>
<td>mock banana</td>
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<td></td>
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<tr>
<td>Spam and egg</td>
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</tbody>
</table>
Rationing in World War 2 – sandwich filling survey

Name: .............................................................................................................. Date: ........................................

**Colour in the chart to show which filling children prefer.**

<table>
<thead>
<tr>
<th>mock crab</th>
<th>carrot</th>
<th>dandelion and Marmite</th>
<th>mock banana</th>
<th>Spam and egg</th>
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</tbody>
</table>

**Which sandwich filling was the favourite?** ............................................................

**Which sandwich filling was the least favourite?** ..................................................

**Did any of the results surprise you?** .................................................................
Don’t just throw your old socks away! Put them to good use by creating your very own sock monkey.

You will need:

- a pair of old socks – clean, not smelly!
- scissors
- pins
- 2 buttons for eyes
- needle and cotton
- soft toy stuffing/cotton wool

Instructions:

1. Turn socks inside out and cut out, following the template below.
2. Begin with the body sock on the left-hand side of the template. Stitch around the legs of the monkey taking care to leave a gap at the base of the heel.
3. Turn the sock the right side out and stuff the body and legs.
4. Sew up the gap used for stuffing.
5. Keeping the sock inside out, stitch the arm pieces on the other sock. Turn the arm the right side out and stuff.
6. Sew the arms firmly to the body.
7. Keeping the sock inside out, stitch the tail. Turn the tail the right side out and stuff.
8. Sew the tail firmly to the body.
9. Stitch the mouth to the body leaving a small gap for stuffing. Stuff the mouth and stitch the gap.
10. Stitch the ear inside out. Turn right inside out and attach to head. No need for stuffing.
11. Position and stitch on the buttons to create eyes.
12. Use a back stitch and a contrasting thread to create a mouth.

Hints:

- Use thread a similar colour to the sock.
- Use a simple running stitch to sew body parts
- Stuff using small amounts of stuffing at a time and shape whilst stuffing.
WARTIME PROPAGANDA

Many posters appeared in public places during the war to send important messages to people. There are some examples on the next slides.

For each poster, decide what message it is trying to put across.

- Do you think it does it in an effective way?
- Who do you think it is aimed at?
- Why was it so important that people followed this advice?
Wartime propaganda

The more you keep information under your hat
the safer he'll be under his!
CARELESS TALK COSTS LIVES

Wartime propaganda

DESIGN A POSTER OF YOUR OWN

You need to remind people to take their gas masks with them wherever they go. Think of a good slogan and a poster that would be an eye-catching and interesting way to put this important message across.
Display

**Teaching ideas**

- Word mats are a useful way to introduce and remind children of words associated with topics. So to save you the time and effort of creating your own, check out our versions: [Resource 17107: World War 2 word mat](#) and [Resource 17104: WW2 leaders word mat](#).

- We've also created a colourful set of fact-packed information cards to keep to hand to remind children of key aspects of the project. [Resource 17106: World War 2 leaders fact cards](#) and [Resource 17247: World War 2 fact cards](#).

- Plus we have included a blank board game template to design your own: [Resource 17239: Board game template](#). Remember: there were no electronic gadgets around!
Resources contained within the Display section of this teaching pack

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- World War 2 leaders word mat ........................................................................................................... 117
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World War 2 word mat

Adolf Hitler
Allies
ARP warden
Blackout
Bomb
Concentration camp
Evacuee
Gestapo
Home guard
Nazi
Radio
Refugee
Soldier
Swastika
Air raid shelter
Army
Axis
Blitz
Bomber
Doodlebug
Gas mask
Hand grenade
Medal
Prisoner
Ration book
Rifle
Spitfire
Winston Churchill
World War 2 leaders

William King 🇨🇦
Franklin Roosevelt 🇺🇸
Harry Truman 🇺🇸

Winston Churchill 🇬🇧
Neville Chamberlain 🇬🇧
Adolf Hitler 🇩🇪
Benito Mussolini 🇮🇹
Charles de Gaulle 🇫🇷

Joseph Stalin 🇷🇺
Hideki Tojo 🇯🇵
Emperor Hirohito 🇯🇵
Robert Menzies 🇦🇺
Michael Savage 🇦🇺
The Allies

- Born in Woodstock, England on 30th November 1874.
- Prime Minister of Great Britain from 1940 to 1945 and then from 1951 to 1955.
- Led Britain to victory.
- Best known for his morale-boosting speeches.

The Allies

- Born in Birmingham, England on 18th March 1869.
- Prime Minister of Great Britain at the start of World War 2 in September 1939 until May 1940.
- Resigned as Prime Minister after the Allies were forced to retreat from Norway.
### The Allies

**Joseph**
- Born in Gori, Georgia on 18th December 1879.
- Premier of the Soviet Union from 1941 to 1953.
- Initially made a pact with Nazi Germany in 1939, but then joined forces with the Allies in 1941 after Germany invaded the Soviet Union.

**Franklin**
- Born in New York, USA on 30th January 1882.
- President of USA from 1933 to 1945, when he died.
- USA was neutral at the start of the war but did offer the Allies financial support.
- Declared war on Japan and Germany after the bombing of Pearl Harbour in 1941.
World War 2 leaders fact cards

The Allies

Harry

- Born in Missouri, USA on 8th May 1884.
- President of USA from 1945 to 1953.
- Became president after the death of F.D. Roosevelt.
- Authorised the use of the first atomic bomb on the Japanese in 1945.

Charles de

- Born in Lille, France on 22nd November 1890.
- Leader of the Free French Forces from 1940 to 1944.
- As a French general, he fought against Germany before escaping to Britain.
- Later became the president of France.
The Allies

- Born in Ontario, Canada on 17th December 1874.
- Prime Minister of Canada from 1935 to 1948.
- Declared war on Germany in 1939 after the Nazis invaded Poland.
- Canada supplied the Allies with food and supplies during the war.

The Allies

- Born in Victoria, Australia on 20th December 1894.
- Prime Minister of Australia from 1939 to 1941 and then from 1949 to 1966.
- Australia depended on Britain to defend them against the Japanese.
**The Axis**

- Born in Braunau, Austria on 20\textsuperscript{th} April 1889.
- Führer of Germany from 1934 to 1945.
- The Nazis aimed to make Germany the most powerful empire in the world.
- Hitler ordered the mass killing of over 11 million people during the Holocaust.

---

**The Axis**

- Born in Tokyo, Japan on 30\textsuperscript{th} December 1884.
- Prime Minister of Japan from 1941 to 1944.
- Responsible for the bombing of Pearl Harbour, the event that drew the USA into the war.
- He was hanged for war crimes in 1948.
The Axis

- Born in Forlì, Italy on 29th July 1883.
- Prime Minister of Italy from 1925 to 1943.
- Mussolini joined forces with Hitler against the Allies.
- He was eventually sacked as Prime Minister and executed for war crimes.

Photo credits

Winston Churchill
© http://commons.wikimedia.org/wiki/File:Churchill_portrait_NYP_45063.jpg
Neville Chamberlain
© http://commons.wikimedia.org/wiki/File:Arthur-Neville-Chamberlain.jpg
Joseph Stalin
© http://commons.wikimedia.org/wiki/File:JStalin_Secretary_general_CCCP_1942.jpg
Franklin Roosevelt
© http://commons.wikimedia.org/wiki/File:Roosevelt20.jpg
Harry Truman
© http://commons.wikimedia.org/wiki/File:Harry-truman.jpg
Charles de Gaulle
© http://commons.wikimedia.org/wiki/File:De_Gaulle-OWI.jpg
William Lyon Mackenzie King
© http://commons.wikimedia.org/wiki/File:King1941Two.jpg
Robert Menzies
© http://commons.wikimedia.org/wiki/File:Robert_Menzies_1930s.jpg
Adolf Hitler
© http://commons.wikimedia.org/wiki/File:Adolf_Hitler-1933.jpg
Hideki Tojo
© http://commons.wikimedia.org/wiki/File:Hideki_Tojo.jpg
Benito Mussolini
© http://commons.wikimedia.org/wiki/File:WWII_USA_Ration_Book_3_Front.jpg
- Germany invaded Poland on 1st September 1939 and two days later, France and Britain declared war on Germany, marking the start of World War 2.
- Germany surrendered on 7th May 1945 after Hitler’s death, ending the war in Europe.
- Japan did not surrender until 14th August 1945 marking the end of World War 2.

- Shelters were built to protect people from enemy air raids.
- Some shelters were built specifically for the purpose, but underground stations, tunnels and cellars were also used.
- The Anderson shelter was designed in 1938 and was named after the man who was responsible for preparing for protection against air attacks.
- Low income families were given an Anderson shelter for free.
- Over three million Anderson shelters were put up during the war.
Most countries of the world took part in World War 2 and were divided into two sides: the Allies and the Axis.

The Allies, in the main, were made up of United Kingdom, France, New Zealand, Canada, South Africa, Australia and later on were joined by Russia and the USA.

The Axis, in the main, were made up of Germany, Italy and Japan.
Allies and Axis
The Air Raid Precautions Organisation was set up in 1924 to protect civilians from the dangers of air raids. ARP wardens issued gas masks and shelters and helped maintain public shelters. They also made sure people adhered to the ‘blackout’.
• All man-made lights were to be extinguished at night to hinder enemy air raid attacks.
• ARP wardens patrolled to make sure the blackout rule was not broken.
• Doors and windows had to be covered so that not even the smallest glint of light could be seen.
• Breaking the blackout could result in a large fine.

• ‘Blitz’ comes from the German word for ‘lightning’.
• From September 1940 to May 1941, Germany carried out a series of 76 night attacks over London.
• Other major towns and cities in Britain also suffered attacks.
• Over 40,000 people were killed during the attacks.
• Nazi Germany set up camps in the 1930s to hold political prisoners and anyone who spoke out against them.
• During World War 2, the camps were places where millions of people were starved, tortured and killed – many of them for their political or religious beliefs.
• Millions of Jews were killed in these camps.

• ‘Doodlebug’ was British slang for the German V1 rocket – the first flying bomb. It was also known as the ‘Buzzbomb’.
• It would make a huge noise as it flew towards its target, then go terrifyingly silent just before it fell.
• The Germans launched the first V1 at London on 13th June, 1944 followed by 9520 more in the following months!
- Children were evacuated out of towns and cities to protect them from enemy air attacks.
- The first evacuations took place in September 1939.
- In total, over 3.5 million people, mainly children, were evacuated.
- Most were sent to the English countryside, but some were sent as far as South Africa and Canada.

- During World War 1, bombs containing chlorine gas were dropped. For this reason, gas masks were issued at the start of World War 2 as a precaution – they were never actually needed!
- Everyone in Britain was issued with a gas mask which they carried in a cardboard box. People were fined if they didn’t carry their gas mask at all times!
- There were even specially designed masks for babies.
During the war, food and other goods were in short supply, so the government gave everyone their own ‘rations’ to prevent people from starving.

Ration books were stamped by shopkeepers.

Rationing began in 1940 and continued for a few years after the war had ended.

The Home Guard was a voluntary branch of the army during World War 2.

It was made up of 1.5 million volunteers who were not able to join up for military service.

The Home Guard’s main focus was to defend Britain from invasion from Europe.
Photo credits

World War 2
© http://commons.wikimedia.org/wiki/File:Germans_in_Stalingrad.jpg

Air raid shelter

Allies and Axis
© http://commons.wikimedia.org/wiki/File:Ww2_allied_axis_1945_aug.png

ARP warden

Blackout
© http://commons.wikimedia.org/wiki/File:WPA_Blackout_poster.jpg

The Blitz
© http://commons.wikimedia.org/wiki/File:LondonBombedWWII_full.jpg

Concentration camp
© http://commons.wikimedia.org/wiki/File:Scene_of_Auschwitz_I_Poland5.jpg

Doodlebug

Evacuation
© http://commons.wikimedia.org/wiki/File:Operation_Pied_Piper.jpg

Gas mask
© http://commons.wikimedia.org/wiki/File:World_War_II_german_gas_mask_2.jpg

Ration book
© http://commons.wikimedia.org/wiki/File:WWII_USA_Ration_Book_3_Front.jpg

Home Guard
© http://commons.wikimedia.org/wiki/File:Home_Guard_001896.jpg
Board game template

Pick a card

Start

Go forward!

Go back!

Finish

Go forward!

Go back!