

## **World War Two Project – Living through the war.**

Your task is to create a project about life in Britain while war is going on.

This project can be done in pairs, but you will need to assign the tasks and consider how it will be laid out.

You will need to think about how you are going to present your project.

- Create a book
- Get a folder to present your information
- Include a front cover
- Make an index
- **Create a glossary of Key Words**
- **Include sources**
- **Write a blurb**
- Have a 'Local Area' section

### **Ideas to include**

The Home Front, Rations, Enlisting, bunkers / air raid shelters, The Blitz, WLA - Women's Land Army, Role of Women in war, WVS - Women's Voluntary Service, Evacuations, Gas masks, propaganda, The Home Guard, factories, **role of the Royal Family, the Government.**

### **Include a Local study**

Can you:

Visit a place of interest in WW2? Duxford, monuments, Bletchley Park

Find out about important people from our local area who contributed to the war effort? **Challenge – find out about important women.**

Interview someone who remembers life during the war?

Find out about the evacuations and this area? Some children from London were evacuated to Buntingford and Edwinstree.

Include photographs

**Create a Personal Section where you investigate a person in your family that was involved in the War.**

## Home Learning

You will need to be able to set your own home learning tasks for this project. These could include visiting a place of interest and doing a write up on it or interviewing a person of importance.

Completed project due: WB 13.05.19

Skills	Working Towards Age Related Expectations	Working At Age Related Expectations	Working Above Age Related Expectations
1. Constructing the past	I can provide overviews of the most significant elements of life in Britain during WW2.	I can show a detailed awareness of the themes, events, societies and people in Britain during the War e.g. explain different dimensions and characteristics.	I can show a detailed awareness of the themes, events, societies and people in Britain during the war, and begin to critically analyse their value to the war effort.
2. Sequencing the past	I can sequence with independence the key events, objects, themes, societies and people in Britain during the war effort.	I can explain independently the sequence of key events, objects, themes, societies and people in Britain during the war using dates, period labels and terms accurately.	I can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately and create informed judgements of how aspects changed and evolved throughout the war. I can make links between the different aspects of life in Britain.
3. Change and development	I can compare similarities, differences and changes to life in Britain during the war e.g. in terms of importance, progress or the type and nature of the change	I can compare independently how typical similarities, differences and changes were.	I can compare independently how typical similarities, differences and changes were. I will be able to question 'why' there were these differences and the impact these made to the war effort.
4. Cause and effect	I can explain the role and significance of different elements to life in Britain during the war effort.	I can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.	I can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. I begin to prioritise causes and consider long and short term consequences.
5. Significance and interpretations	I can explain reasons why particular aspects of the home front, development, society or person were of particular significance to the war effort.	I can compare the significance of events, development and people across topics and time periods and ask meaningful questions.	I can compare the significance of events, development and people across topics and time periods and generate my own meaningful questions and seek reasonable methods to answering these questions.
	I can explain how and why it is possible to have different interpretations of the same event or person.	I can understand and explain the nature and reasons for different interpretations in a range of topics.	I can understand and explain the nature and reasons for different interpretations in a range of topics. I can recognise differing perspectives and use it to make judgements about sources.
6. Planning and carrying out a historical Enquiry	I can independently plan, research and present my information about life in Britain during World War 2.	I can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses	I can plan and produce quality responses to a wide range of historical enquiries requiring the use of complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.
7. Using sources as evidence	I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.	I can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled	I can evaluate independently a range of sources for historical enquiries considering all these factors: purpose, audience, accuracy, reliability and how the source was compiled. I can confidently use NOP (Nature, Origin, and Purpose) in my evaluations.