

# Teacher's Notes

### Lesson pack overview

The 'Writing Home' learning resource will help you to teach your KS2 class about the effect of the Battle of Britain on families and individuals through the application of **English literacy and language techniques** and the investigation of historical artefacts.

These fascinating resources will help students to develop their investigation and evaluation skills, learn to organise information chronologically and understand how past events have helped to shape the world we know today.

The 'Writing Home' pack consists of **ten lessons** each with supporting material and all the necessary resources for delivery. There are also copies of letters and archival material which are designed to support you in the classroom. Each lesson is designed to last approximately **55 minutes** and they should be delivered in numerical order to enhance continuity and understanding.

The presentation slides have been provided in both PowerPoint and pdf file versions for added flexibility.

**Curriculum links:** Key Stage Two – History and English

**Age group:** Year 5 & Year 6

### By the end of this unit...

#### All students should be able to:

- Recall key facts about the Battle of Britain and the involvement of key characters from Biggin Hill.
- Answer questions to demonstrate an understanding of the impact of the Battle of Britain.
- Have an understanding of the communication methods used during the Second World War.

#### Most students should be able to:

- Incorporate some factual information about the Battle of Britain into their fiction writing.
- Have an understanding of the importance of communication evidence for historical investigation.

#### Some students should be able to:

- Independently plan and research their own work and communicate their learning in creative and interesting ways.
- Confidently interweave fictional and factual elements about the Battle of Britain and other wartime events in their writing.

### Useful Links:

- **Biggin Hill Memorial Museum:** <https://bhmm.org.uk>
- **Imperial War Museum** (Battle of Britain Story): <https://www.iwm.org.uk/history/listen-to-raf-pilots-tell-the-story-of-the-battle-of-britain>

# Lesson Overview

## **Lesson One: Battle of Britain In Context**

Developing chronologically secure knowledge of the Battle of Britain and how it related to Biggin Hill.

## **Lesson Two: The Simpson Family**

Introducing Second World War RAF and WAAF services along with a family of key individuals living in Biggin Hill during the Battle of Britain.

## **Lesson Three: A Prisoner of War**

Understanding Second World War communication methods with a focus on informal letter writing.

## **Lesson Four: Narrative Poetry**

Expressing empathy with individuals involved in the Battle of Britain through narrative poetry and powerful word choices.

## **Lesson Five: Olive Archard's Diary**

Exploring how it might have felt to live in Biggin Hill during the Battle of Britain through insightful letters written by Biggin Hill resident Olive Archard.

## **Lesson Six: The Caterpillar Club**

Using the real-life experience of a Battle of Britain pilot, students will plan a flashback story using role play and visual techniques.

## **Lesson Seven: Flashback Story**

Building on the previous lesson, emotive language and time connectives are explored to develop an effective flashback story.

## **Lesson Eight: Formal and Informal Language**

An investigation into tone of voice and language for purpose. Students will learn how to adapt their writing style to suit informal or formal audiences.

## **Lesson Nine: Newspaper Plan**

Working as a class, students develop headline and content ideas for a newspaper article based on a real Battle of Britain event.

## **Lesson Ten: Battle of Britain Article**

Building on work from the previous lesson, initial ideas are transformed into a creative and engaging newspaper article which will bring together their knowledge of the Battle of Britain.

# Lesson One: Battle of Britain In Context

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 1 of 10

Learning Objective	Resources
<p>To develop chronologically secure knowledge related to the Battle of Britain.</p> <p>To understand how different kinds of people were effected by the Battle of Britain.</p>	<p>Lesson one slides (Battle of Britain intro). Lesson one resource pack (picture prompts). Audio clip interview (Grice describes his first encounter with a German aircraft.wav). Video clip interview (Geoffrey Wellum recalls his time in combat.mp4). Video clip interview (Geoffrey Wellum talks about his Spitfire.mp4). Lesson one activity (timeline sorting worksheet).</p>
<b>Success Criteria</b>	
<p>I understand that the Battle of Britain took place over a series of months. I can organise events in a chronological order.</p>	
<b>Teaching Input</b>	
<p>Begin by asking students what they already know about the Battle of Britain. Create a 'what I know' and 'what I would like to know' list on a flipchart. Show students the lesson one slides and discuss. Explain that the Battle of Britain took place over a period of months and not just one day. Emphasise that the Biggin Hill air base was especially important in the Battle of Britain.</p>	
<b>Main Activity</b>	
<p>Place a collection of lesson one resource pack sheets (photos, texts, pictures of objects) across the tables for group discussions. Ask students to look at the picture prompts: What is this? What are the people doing? Thinking? Feeling? How would children have felt living through the Second World War? How did the pilots feel? How did their families and friends feel? Break up this 'Round Robin' style exercise by listening/watching the three media clips (Located in the 'Lesson 1' folder). <b>Timeline sorting activity</b> – Working in pairs or individually, students will use the timeline worksheet provided to sort out the written events and their matching image. Students could stick the timeline onto a piece of paper or into workbooks.</p>	
<b>Suggestions</b>	
<p>Using tablets or laptops, encourage students to find out more about the Battle of Britain and create their own information sheet to share with the rest of the class.</p>	
Plenary	Key Words
<p>What might have happened if Britain was not able to defend itself during the Battle of Britain? <b>Snowball activity</b> – ask students to write their idea on a scrap piece of paper, scrunch paper into a ball and throw at the board. Teacher selects a ball and shares thought with the class. Discuss. Repeat.</p>	<p>Battle of Britain, Nazi, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Allies, Luftwaffe, Spitfire, Hurricane, dogfight, scramble.</p>

# Lesson Two: The Simpson Family

## Lesson Plan + Delivery Information

**History/English**
**Year 5/6**
**Lesson 2 of 10**

<b>Learning Objective</b>	<b>Resources</b>
<p>To develop an understanding of the Second World War RAF and WAAF services.</p> <p>To understand more about the lives of real people involved with the Battle of Britain.</p>	<p>Lesson two slides (the Simpson family). Video clip interview (Jean Simpson recalls her childhood in Biggin Hill with her sister Connie.mp4). Lesson two activity (WAAF/RAF application form).</p>
<b>Success Criteria</b>	
<p>I can use descriptive language to provide a positive image. I can change the vocabulary to suit the purpose of an application form.</p>	
<b>Teaching Input</b>	
<p>Recap: Following on from the previous lesson, ask the students to work in groups to discuss air raids, planes, bombing etc. to find out what they know about the war and to get them thinking about why the Battle of Britain began. Recapping from lesson 1.</p> <p>Show the slides to the students introducing the Simpson family characters. Talk about the impact the war was having on everybody in society. Watch the video clip interview of Jean, discuss how it would have felt to have family members go off to war. Allow time for students to ask questions or to share any information of their own.</p>	
<b>Main Activity</b>	
<p>Following on from the slides, discuss the characters and the role of the RAF and WAAF services. Focussing on Harry and Lilian, the two oldest children in the family, ask the students to complete an RAF / WAAF application form (worksheet provided). Encourage students to use descriptive language to 'sell themselves'. They should use the information supplied by the slides to inspire and inform their writing but also use their own imagination.</p>	
<b>Suggestions</b>	
<p>Younger or less able students should use the modelled prompts for ideas on what to include in each section of the application form.</p> <p>Challenge more advanced pupils to create their own starters for the application responses.</p> <p>Some students may have time to write an application cover letter to go with the form. Challenge them to rephrase key information into concise sentences.</p>	
<b>Plenary</b>	<b>Key Words</b>
<p>Ask a pupil to come to front of the class and pretend to be interviewed for the job. Encourage the rest of the class to ask questions. Repeat with different students being interviewed. Would you give them the job?</p>	<p>WAAF, RAF, C.V., qualifications, certificate, skills, application, experience</p>

# Lesson Three: A Prisoner of War

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 3 of 10

Learning Objective	Resources
<p>To develop an understanding of Second World War communication methods.</p> <p>To write a letter in role as a friend writing to a prisoner of war.</p>	<p>Lesson three slides (letters exchanged between Lilian and Keith).</p> <p>Lesson three activity (letter checklist and template)</p>
<b>Success Criteria</b>	
<p>I can change my vocabulary and sentence style to suit the purpose of my writing such as using formal and informal language appropriately.</p>	
<b>Teaching Input</b>	
<p>Ask the students how they communicate with each other? (WhatsApp, Facebook, Instagram, phone letters)</p> <p>Play: Board Race, Divide the class into two teams and give each team a coloured marker. Draw a line down the middle of the board and write 'Ways to communicate' at the top. The students must then write as many words related to this in a relay. The first person will write the first word and pass the coloured marker to the one next in line. Score each team with one point for each correct word.</p> <p>What letters do you and your family receive? (Letters from school, postcards, bills)</p> <p>Explain that in the Second World War, letters were one of the few ways people had to communicate with each other. They often had to wait weeks or months for a reply. For the people we're about to meet, letters were a lifeline, a much-needed morale boost at a time when communication could be difficult and unreliable.</p>	
<b>Main Activity</b>	
<p>Look the slides to see the sample postcards from Keith. Why did Keith have to write in capitals?</p> <p>Ask students to write back to Keith in role as Lilian. Discuss how to layout an informal letter – what sort of things might you put in your letter? Discuss what sort of things Lilian might have been doing as a WAAF and what she might describe in her letter back to Keith.</p> <p>Model how to set out an informal letter. Use the letter checklist and template to plan out your writing of an informal letter.</p>	
<b>Suggestions</b>	
<p>Challenge pupils to write another letter in role as Keith to Lilian using the example as inspiration. Planning each paragraph for the letter and concentrating on writing a powerful conclusion.</p>	
Plenary	Key Words
<p><b>Just a Minute</b> – Split the students into groups of three. Give each group an envelope with key words from today's lesson. The students take it in turns to explain the key words to the rest of the group in under a minute. The person who guesses gets to choose the next key word to explain to the group.</p>	<p>Communicate, morale, telegram, formal, informal, POW.</p>

# Lesson Four: Narrative Poetry

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 4 of 10

Learning Objective	Resources
<p>To write a poem using powerful word choices.</p> <p>To use metaphors and similes within a poem.</p>	<p>Lesson four slides (Mrs Simpson and Harry).</p> <p>Lesson four activity (poem ideas and template).</p>
<b>Success Criteria</b>	
<p>I can note and develop initial ideas.</p> <p>I can select appropriate grammar and vocabulary.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can propose changes to grammar and vocabulary.</p> <p>I can proof-read for punctuation and spelling.</p>	
<b>Teaching Input</b>	
<p>Discuss with the students how Harry and his mum must have been feeling to have been separated?</p> <p>Play who am I? Select students to say a statement about either Harry or his mum, Mrs Simpson, and the class have to guess who they are.</p> <p>Recap on poetry techniques such as metaphors, similes and alliteration. Can they share examples with the class?</p> <p>Collect examples for the working wall.</p> <p>Look at existing war poetry examples such as 'In Flanders Fields'.</p>	
<b>Main Activity</b>	
<p>Explain that one of the key features to writing a poem is powerful word choices. Ask students to think of some verbs and adverbs. These could be collected on separate paper for the whole class to share.</p> <p>Use the lesson four activity sheet to create individual ideas and progress to poetry writing.</p>	
<b>Suggestions</b>	
<p>Younger or less able students should focus on feelings and may prefer to do a group poem.</p> <p>Challenge more advanced pupils to add alliteration alongside personification within their poem.</p>	
Plenary	Key Words
<p>Students could read out their poems to the class.</p> <p>Remind them of the importance of expression and gesture when performing poetry.</p>	<p>Separation, telegram, simile, metaphor, narrative,</p>

# Lesson Five: Olive Archard's Diary

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 5 of 10

Learning Objective	Resources
<p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about what life was like in an air raid shelter. Students will meet 'Olive' through a series of letters and pictures.</p>	<p>Lesson five slides (Olive Archard). Lesson five activity (diary entry plan).</p>
<b>Success Criteria</b>	
<p>I can describe how it might have felt to take refuge in an air raid shelter, listening to the sirens and the rush to a shelter. I can describe how morale was kept up, and imagine what games they might have played. I can write in the style of a diary using it to explain thoughts and feelings.</p>	
<b>Teaching Input</b>	
<p>As a whole class look at the slides about Olive and her letters. Discuss what scenes Olive may have witnessed e.g. incendiary bomb attacks/sounds of air raid warden/people running to shelters etc. Discuss humour and 'gung ho' attitude despite everything that was going on around her. How do you think Olive felt? Is she just putting on a brave face to convince her sisters she was right about staying in Biggin Hill? Create a thought shower of words and phrases to show how Olive felt.</p>	
<b>Main Activity</b>	
<p>Discuss features of a diary – first person, past tense, description of what's been happening plus thoughts and feelings. Model a starter sentence. Students should use the lesson five activity sheet to write a diary entry in role as Olive detailing what she's seen/felt/through that day.</p>	
<b>Suggestions</b>	
<p>Younger or less able students may benefit from a word bank. Challenge more advanced pupils to use a thesaurus and punctuation pyramids when writing. Ensure 15 minutes at end of the session for proof reading and up-leveilling.</p>	
<b>Plenary</b>	<b>Key Words</b>
<p>Discuss how the use of relative clauses can elaborate and add interest and detail to a sentence.</p>	<p>Air raids, wardens, air raid shelters, sirens, shock, morale.</p>

# Lesson Six: The Caterpillar Club

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 6 of 10

Learning Objective	Resources
<p>To develop ideas for a narrative story using flashbacks from the co-pilot's perspective.</p> <p>To think about a real-life experience using role play and visual techniques.</p>	<p>Lesson six slides (Peter Pool and the Caterpillar Club). Lesson six activity (framework for storyboard).</p>
<b>Success Criteria</b>	
<p>I can form opinions and personal responses to text, using evidence from a written or visual text to support and justify responses.</p> <p>I can infer authors' perspectives and understand underlying themes.</p>	
<b>Teaching Input</b>	
<p>Using the lesson six slides explain what the Caterpillar Club is and look at the letter Peter Pool wrote to the Caterpillar Club, commenting on the narrative structure of a flashback and how Peter indicates shifts in time. Can the students think of any other stories or films they've seen where flashbacks have been used to show what's happened before (e.g. scene from Up when 'Mr Fredrickson' is thinking back to the life he had with his wife).</p> <p>Explain that the pupils are going to be writing a flashback from the perspective of Peter Pool's co-pilot. Students imagine they were in the plane with Peter and recall moments of ejecting from the plane, the parachute opening and landing. What happened and how do they feel now? Using post it notes students will write down how Peter would have felt and collect the ideas on the whiteboard.</p>	
<b>Main Activity</b>	
<p>Activity 1: Freeze frame – students to act out what happened then freeze when they are told to do so. Then when they are tapped on the shoulder, they need to describe what they're thinking/feeling.</p> <p>Activity 2: Storyboard – create a plan for writing a flashback by drawing a storyboard including words and pictures about what happens in the scene they'll be describing. Use the lesson six storyboard framework.</p>	
<b>Suggestions</b>	
<p>Some students may use the storyboard just to sketch out their story ideas, other students may be able to add more detailed narrative text for each illustrated scene.</p> <p>As an extension activity students could design their own Caterpillar Club certificate or paint a picture of Peter ejecting from his plane. Students could write descriptive words around the painting about how he felt when he ejected.</p>	
Plenary	Key Words
<p>In pairs create a social media announcement explaining what has happened to Peter Pool. Share with the rest of the class.</p>	<p>Eject, cockpit, indebted, ME 109</p>

# Lesson Seven: Flashback Story

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 7 of 10

Learning Objective	Resources
<p>To create and develop a narrative story using flashbacks from the co-pilot's perspective.</p>	<p>Lesson seven slides (recap on letter from Peter Pool and to discuss the use of time connectives). Lesson seven activity (flashback story template).</p> <p>Plus completed storyboard from lesson 6.</p>
<b>Success Criteria</b>	
<p>I can use emotive language, time connectives and time phrases to write a flashback story. I can use language to imagine and recreate experiences. I can use and manipulate paragraphs to structure and shape a narrative.</p>	
<b>Teaching Input</b>	
<p>Building on the previous lesson and the story board, remind students of Peter Pool's story focussing on emotions and feelings. Provide a reminder for writing in the past tense. Use the lesson seven presentation slides to investigate time connectives and time phrases. Help students to identify time connectives in Peter Pool's letter to the Caterpillar Club and discuss how his writing could be improved.</p>	
<b>Main Activity</b>	
<p>As a class, come up with words, phrases and sentences to help write a flashback from the perspective of the co-pilot. Work together to create an introductory paragraph. Build upon a modelled starter: "I thought back to the time when my life very nearly came to a sudden and terrifying end." Ask students to write how they think it would continue on mini whiteboards – praise strong language. Ask students to think how they can up-level sentence work even further e.g. improved vocabulary, sentence structure etc. Students should then continue with their flashback story independently.</p>	
<b>Suggestions</b>	
<p>Challenge more advanced pupils by asking them to include dialogue and to write their story in either first or third person. Ask students to practise reading their story and then ask them to read it out to the class. Ask students to research similar flashback stories. Students could write up their draft story and add their own decorative boarder to the page. Younger or less able students can work in pairs to compose their story or narrate their story to an adult to scribe.</p>	
Plenary	Key Words
<p>In pairs review each other's flashback story. Ask students to identify what they loved about their partner's work. Share with the rest of the class.</p>	<p>Time connectives, flashback, co-pilot, cockpit.</p>

# Lesson Eight: Formal and Informal Writing

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 8 of 10

Learning Objective	Resources
<p>To write given content in both a formal and informal writing style.</p> <p>To recognise and use the vocabulary and grammatical structures typical of formal and informal writing.</p>	<p>Lesson eight slides (review formal and informal writing and tone of voice for newspaper articles).</p> <p>Lesson eight resources (letter collection resource pack for group work).</p> <p>Lesson eight activity (formal and informal writing worksheet).</p>
<b>Success Criteria</b>	
<p>I can identify formal and informal writing styles.</p> <p>I can adapt my writing style to suit an informal or formal audience.</p>	
<b>Teaching Input</b>	
<p>Introducing the sessions:</p> <p>“Over the next few lessons we’re going to write a newspaper report about an incident that happened during the Battle of Britain at Biggin Hill airfield when there was a direct hit on the air raid shelter on 30th August. To write a news report we need to think carefully about our writing style and vocabulary.”</p> <p>Show students the lesson eight slides to provide an overview of formal and informal language.</p>	
<b>Main Activity</b>	
<p>Separate students into groups and provide each group with a collection of archival material from the lesson eight resource pack.</p> <p>Ask students to sort out which documents are written using formal language and which are written using informal language. Ask each group to give example words or phrases which identify the document as being formal or informal. Discuss these as a class.</p> <p>Ask students to individually complete the writing worksheet.</p>	
<b>Suggestions</b>	
<p>Challenge more advanced pupils by looking again at the newspaper articles in the resource pack and ask them to make a list of similarities and differences.</p> <p>Ask students to share their formal and informal paragraphs with the rest of the class.</p> <p>Younger or less able students can work in pairs to complete their worksheet. Ask these students to practise saying the sentences out loud initially. They may just focus on writing key words in the sentence formally and informally.</p>	
Plenary	Key Words
<p>Share sample newspaper reports with the class in groups. Ask them to identify what kind of writing style is used.</p> <p>Explain that many newspaper articles are written in a semi-formal style. Investigate what students think this is.</p> <p>Ask students to bring in a newspaper article from home in preparation for the next lesson.</p>	<p>Formal, informal, semi-formal, fiction, non-fiction.</p>

# Lesson Nine: Newspaper Plan

## Lesson Plan + Delivery Information

**History/English**
**Year 5/6**
**Lesson 9 of 10**

<b>Learning Objective</b>	<b>Resources</b>
<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Developing chronologically secure knowledge and understanding of an event in history.</p>	<p>Lesson nine slides (review on newspaper writing and structure).</p> <p>Lesson nine resources (archival resources for the 30th August Bombing).</p> <p>Lesson nine activity (newspaper report plan worksheet).</p>
<b>Success Criteria</b>	
<p>I can adapt my writing to a semi-formal style.</p> <p>I can write in the third person.</p> <p>I can plan a recount a Battle of Britain experience in a newspaper style.</p> <p>I can check a friend's work and suggest ideas for improvement.</p>	
<b>Teaching Input</b>	
<p>Following on from the previous lesson, if students have brought in examples of newspaper reports share these with the class. Compare headings and subheadings. How do the articles try to grab the readers' attention?</p> <p>Show students the lesson nine slides to provide an overview of newspaper report structure and writing</p> <p>Share the archival material preferably by printing out the lesson nine resources about the 30th August bombing event.</p> <p>Ask students to work in groups to discuss 'who, what, why, where, when and how'.</p>	
<b>Main Activity</b>	
<p>Working with the class, model a headline about the event. Ask students to write their own on mini-whiteboards.</p> <p>Model/shared-write an example of a good opening paragraph answering who, what, why, where, when and how?</p> <p>With the archival resources as reference students should complete lesson nine 'newspaper report plan worksheet' based on the 30th August bombing at Biggin Hill.</p>	
<b>Suggestions</b>	
<p>Challenge more advanced pupils by asking them to include both direct speech and indirect speech in their report. Can they think of some eyewitness statements they could add to their article to bring it to life?</p> <p>Younger or less able students can use the newspaper report plan to suggest ideas for key paragraphs.</p>	
<b>Plenary</b>	<b>Key Words</b>
<p>Students work with a partner to share their newspaper plan. Can they identify both positive features and areas for improvement in the work of others?</p> <p>Ask students to list words that could be used instead of 'said' when reporting speech.</p>	<p>Air raid, archival, chronological, reported speech, direct speech, indirect speech.</p>

# Lesson Ten: Battle of Britain News Article

## Lesson Plan + Delivery Information

History/English

Year 5/6

Lesson 10 of 10

Learning Objective	Resources
<p>To develop initial report ideas into an engaging and organised article.</p> <p>To draw upon on reading and research where necessary.</p> <p>To ensuring the consistent and correct use of tense throughout their writing.</p>	<p>[Review lesson nine slides if required.]</p> <p>[Review lesson nine archival resources if required.]</p> <p>Lesson ten activity (newspaper success criteria checklist and blank newspaper framework).</p>
<b>Success Criteria</b>	
<p>I can propose changes to the vocabulary, grammar and punctuation in my writing to enhance effect and clarify meaning.</p> <p>I can adapt and develop my writing to a semi-formal style.</p> <p>I can write consistently in the third person.</p>	
<b>Teaching Input</b>	
<p>Following on from the previous lesson, give out the newspaper success criteria checklist (or display on screen) and remind the students about what they need to include in their newspaper reports. Lesson nine slides and archival resources may need to be revised with the class where required.</p>	
<b>Main Activity</b>	
<p>Ask students to write their newspaper article using the lesson ten blank newspaper framework and building on their planning from the previous lesson.</p> <p>Stop the students at intervals to get some to read out examples so far. Identify and praise usage of the success criteria.</p>	
<b>Suggestions</b>	
<p>Encourage students to use dictionaries in the writing up of their report.</p> <p>Challenge more advanced pupils to add more detail and interest by using both pages of the newspaper report framework.</p> <p>Younger or less able students may use just the first page of the newspaper report framework.</p>	
Plenary	Key Words
<p>Ensure students can use the checklist to maximum effect and are honest in their evaluations.</p> <p>Ask students to think about what might be on the next page of the newspaper. Maybe an advert for a product that would have been used in 1940 or the promotion of an event.</p>	<p>Air raid, archival, chronological, reported speech, direct speech, indirect speech.</p>