

THE DAY WAR CAME

KS2 SCHEME OF WORK



PERFECT FOR: Introducing the refugee crisis to children aged 7-11; exploring the impact of war across the world; understanding the value of education; developing empathy skills; discussing why it is important to help others who are less fortunate.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Writing to Instruct and Inform; Writing to Persuade

Design Technology & Art

Drama, Speaking and Listening

Geography

Music

PSHE & Citizenship



Nicola Davies
illustrated by Rebecca Cobb

WEEK 1 (PAGES 1–6): IT TURNED MY TOWN TO RUBBLE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>PSHE & Citizenship - Develop empathy skills by understanding the challenges that other children face.</p> <p>Reading: Comprehension - Analyse how words and pictures work together to create a story.</p> <p>Geography - Explore the impact of war around the world.</p> <p>Drama, Speaking and Listening - Read aloud a section of the text, altering voice and tone to reflect what is happening.</p> <p>Music - Use musical instruments to convey a specific mood or tone.</p>	<ol style="list-style-type: none"> How do you get the sense from the front cover that the book might be about <u>contrasting emotions</u>? What does this phrase mean? Who is the book dedicated to? Why do you think this might be? What can you <u>infer</u> about the story from this? What examples of positive <u>imagery</u> can you find on pages 1–2? How do the illustrations support this imagery? What do you think the significance might be of 'the flowers on the window sill'? What might they <u>symbolise</u>? (pages 1–2) How does the illustrator skillfully create the sense that something bad is about to happen? How does she create an <u>ominous atmosphere</u>? (pages 3–4) Why do you think the author chooses to use the technique of <u>repetition</u>? What phrase is repeated? What does the author describe as 'a spattering of hail, / a voice of thunder'? (page 5) What <u>technique</u> does the author use in the phrase 'a voice of thunder'? Why is this effective? How does the illustrator show a change in <u>tone</u> or <u>mood</u> on pages 5–6? How has the symbol of the chair developed throughout this section of the story? (pages 1–6) 	<p>On pages 3–4, the words on the page show a positive and happy scene in which the little girl is enjoying being at school. However, Rebecca Cobb's illustrations provide subtle clues that something bad is about to happen. In pairs, can you find these clues? Create your own page in a storybook in which the words present a happy scene – but make sure your illustrations give clues to suggest otherwise...</p> <p>In what parts of the world do children experience the same things as the girl in the story, with the threat of war looming in the background? Carry out some research into war-torn parts of the world and present your findings.</p> <p>Consider how the mood or tone suddenly changes in this section of the story. Read pages 1–6 aloud in groups and alter your voices or facial expressions to show the changes in mood. You could even consider using musical instruments!</p>



WEEK 2 (PAGES 7–14): SHOES LAY EMPTY IN THE SAND



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Define and understand the terms: 'refugee', 'asylum seeker' and 'internally displaced person'. - Explore the idea of 'home'. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Use conventions of a TV interview to ask/answer questions in-role as a character in the story. <p>Writing to Instruct & Inform</p> <ul style="list-style-type: none"> - Identify the form and layout of the front page of a newspaper and how it effectively informs the reader. - Create a front-page newspaper article based on events in the story so far. 	<ol style="list-style-type: none"> 1. How do you get a sense of the main character's <u>isolation</u> on pages 7–8? How do both the author and the illustrator achieve this? 2. Why do you think the author chooses to use the technique of <u>repetition</u> on page 8? What does this help to show about the little girl's situation? 3. What has happened to the chairs on page 8? Why is this significant? 4. Can you see any repeated <u>imagery</u> in the illustrations on pages 9–10? What is the effect of this? 5. Why do you think the illustrator chooses not to show the little girl's face on pages 5–10? 6. Why do you think the little girl explains that she 'can't say the words that tell you / about the blackened hole / that had been my home'? Why does she find it hard to explain what has happened? (page 9) 7. Why do you think 'shoes lay empty on the sand'? What could be the reason for this? (pages 11–12) 8. How do you get the sense that the little girl's journey is <u>dangerous</u>? (pages 11–12) 9. How does the author <u>personify</u> war on page 14? Why is this an effective technique? 10. What does the line, '[it] had taken possession of my heart', reveal about how the little girl feels now? 	<p>In pairs, find definitions for the following:</p> <ul style="list-style-type: none"> - Refugee - Asylum Seeker - Internally Displaced Person <p>What do all three of these groups of people have in common in relation to their homes? Which of these groups does the little girl in the story belong to?</p> <p>In pairs, carry out a role-play interview with the little girl. Split the interview into three parts: her feelings just after the first explosion (pages 7–8); her feelings as she walks through her hometown (pages 9–10); and her feelings as she travels to safety (pages 11–14).</p> <p>What stories about refugees have you heard about in the news recently? Are they similar to the little girl's story? Create a front-page newspaper article describing what has happened so far to the little girl.</p>



WEEK 3 (PAGES 15–26): A ROAD LINED WITH CHAIRS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
PSHE & Citizenship <ul style="list-style-type: none"> - Explore the concept of 'war'. - Discuss how 'war' can manifest in different ways. 	<p>1. How do you know that the little girl has reached a safer place on pages 15–16? How does the <u>style</u> of the illustrations convey this?</p> <p>2. What does the girl mean when she says: 'war was in the way that doors were shut when I came down the street'? Do you agree with her? (page 16)</p> <p>3. Why do you think that people 'didn't smile, and turned away'? Why do people treat the girl this way? (page 16)</p> <p>4. The girl visits a school in this section of the book, just like she did in the first section of the story. What is the main difference this time? Why do you think the author has chosen to <u>mirror the story</u> in this way? (pages 17–20)</p> <p>5. How does the girl feel on pages 21–22? How do you know this?</p> <p>6. Why do you think the illustrator uses a <u>contrast</u> of light and dark on pages 23–24?</p> <p>7. What will 'drive the war' out of the girl's heart? How does this make you feel? (page 24)</p> <p>8. How does the <u>symbol</u> of the chair become important again on pages 24–26?</p> <p>9. Do you think the story has a <u>happy ending</u>? Why?</p> <p>10. What is the importance of <u>education</u> in the story?</p>	<p>In the book, the concept of 'war' plays a central role. The little girl experiences lots of different versions of war. What are these versions? What different types of war does she have to face? Create an ideas map showing all the different ways that war is presented in the story.</p> <p>Create a collage depicting all of the different themes in <i>The Day War Came</i>. Consider the things you have discussed as a class: war, fear, danger, isolation, family, home, education, empathy, love and acceptance. Which of these themes will dominate in your collage? Which is the most important to you?</p> <p>Visit helprefugees.org – what can you find out about refugees? What does the website suggest you can do to 'get involved' to help refugees? Create a campaign poster showing why it is important to help people who have been forced to leave their war-torn hometowns.</p>
Reading: Comprehension <ul style="list-style-type: none"> - Identify key themes and ideas in the story. - Summarise the story according to one specific theme or idea. - Form opinions about what themes or ideas are most prominent in the story. 		
Design Technology & Art <ul style="list-style-type: none"> - Create a collage based on important themes in the story. 		
Writing to Persuade <ul style="list-style-type: none"> - Create a campaign poster about the refugee crisis using persuasive techniques. 		

