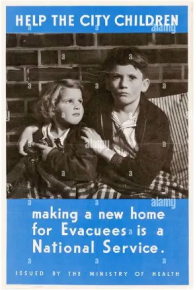
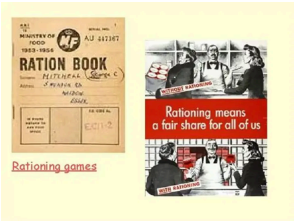
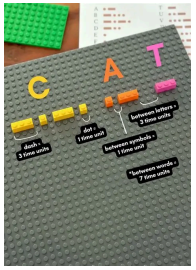
Peace and Conflict	Conflict is a natural part of life, but how we respond to it shapes ourselves, our relationships and the world.				
Context Title:	**Should conflict always be avoided?** **Should some conflicts have been prevented?** **Should people in the past have made different choices?** **Should we always try to understand both sides of a conflict?**				
H&W 	LLC 	Humanities 	M&N 	S&T 	EA 
Why am I learning this?					
To help me to: understand avoiding conflict is not always the best outcome addressing conflict can require confidence and resilience responses can influence relationships over time	**To help me to:** Develop critical thinking Learn and use language for reasoning effectively hold tension (not rush to answers)	**To help me to:** Develop my historical thinking Use ethical judgement Understand context	**To help me to:** Explore fairness in more abstract and contextual ways. Develop my reasoning and evaluation skills Understand that fairness depends on context	**To help me to:** Explore how small changes can lead to different outcomes over time. Develop systems thinking Understanding complexity cause and consequence over time	**To help me to:** move beyond simple role-play to exploring complex perspectives and outcomes. This develops: • empathy • flexibility in thinking • appreciation of complexity

My learning experiences					
One event → leads to another → leads to another Decision → Evacuation → Separation → New friendships **Conflict Resolution Role Play** Practise scenarios involving: Friendship issues Team disagreements Playground problems **Present a conflict situation.** Perform different types of conflicts- conflict avoided, conflict addressed, conflict escalated. **Develop strategies for: Negotiation** Compromise Active listening **Explore feelings experienced during WW2**: Fear Relief Loneliness Hope Compare to emotions learners experience today.	**Balanced argument:** Was evacuation the best choice? Use Language frames: "On one hand…" "On the other hand…" "I understand this view, but…" **Letter writing:** Letters home - Write as: An evacuee A parent A host family Include emotions and viewpoints. **Reading Between the Lines** Investigate wartime posters and speeches. Discuss: Intended message Audience Persuasive techniques **Retell conflict stories from different perspectives.** **WW2 News Broadcast Activity** Create a news report about events such as: Evacuation Rationing VE Day The Blitz Explore ebook: Homefront-Wales-in-World-War-Two-1-compressed_compressed_compressed.pdf	**Enquiry** - what is WW2? could WW2 have been prevented? **Evacuation** - Study real accounts of evacuation. Consider: Benefits Challenges Alternatives **Fair or unfair?** **Ranking activity.** **Research local area during WW2** Research how WW2 affected Wales and the local area. **Changing Role of women**:, women's land army. **Use resource** Homefront: Wales in World War 2 to further explore life in Wales during WW2	**Ranking solutions** Learners order responses from: least fair → most fair and justify their thinking **Rationing Maths** Fractions Multiplication Division Activity Provide a weekly ration allowance.reasoning problems. **Shape and space: make a gas mask box - using nets .** **Codebreaker Challenges** Patterns Logic Problem solving	**Air Raid Shelter Investigation** Materials/Fair testing Build model shelters using: Card/ Wood/Plastic/ Paper Test against: Falling weights Vibration Wind **Make do and mend** **Communication technology: Learn and use Morse Code.** Send messages using: Torches Buzzers Sound **Create a digital map** of conflict and how one action leads to another. **Engineering for Peace** Design inventions that help people rather than fight. Emergency shelters Food storage systems Rescue vehicles	**Multi-perspective drama** Learners act out a scenario: then replay it from a different viewpoint **Alternative endings performances** The same situation is explored with: avoided conflict addressed conflict escalated conflict **Create split artwork -** one side conflict, fear, uncertainty. On the other side hope, cooperation and peace. Investigate Art works **Soundscapes - Create audio representations of:**Peaceful community, Air raid warning, Community rebuilding Reflect on emotional impact. **How Snowdonia saved famous British Artworks.** https://www.bbc.co.uk/teach/articles/z42v6v4
Class Novel : Friend or Foe – Michael Morpurgo **School trip:** Trip to Brecon Mountain Railway - children dress up as evacuees, writing a postcard along the way	Launch: **The Suitcase Mystery** Place a WW2 suitcase in the hall or classroom containing: Evacuee label, Gas mask box, Ration book, Telegram, Family photograph, Newspaper headlines Suitcase activity – what would they pack if they were being evacuated? What does the content of a particular case tell us about its owner? **Landing:** Recreate a street party. Parental engagement.				