
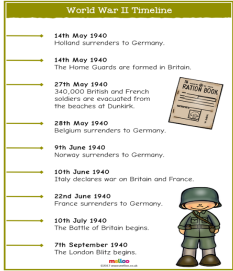


<p>Year: 6</p>	<p>Term:</p>	<p>Subject: History</p>	<p>Topic title: WW2</p>
<p><u>NC Objectives and breath of study:</u></p>  <p><u>National Curriculum:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Use dates and terms accurately in describing events. This unit strengthens the use of resources and artefacts and links well with cross-curricular Literacy, including the use of texts such as 'Goodnight Mr Tom'. It also has Numeracy links through work on evacuation and citizenship. This unit will also link to local history, as the cause and effects of the Blitz in Bath are examined.</p> <p><u>Timeline of key events include:</u></p> 	<p><u>Unit overview:</u></p> <p><u>Session 1: Why did Britain have to go to war in 1939?</u> Pupils understand how the actions of Hitler threatened European peace and the dilemma facing Chamberlain, being able to explain why he took the decision to go to war. Explain sequence of events 1918 - 1939 (Ref: SQ1 powerpoint) Children to sequence 6 - 10 key events from WW1 to WW2. Children role play and debate arguments for and against appeasement. (Ref: RS1 RS2 RS3) Task: Pupils create written arguments for and against appeasement.</p> <p><u>Session 2: Why was it necessary for children to be evacuated and what was evacuation really like?</u> This lesson helps pupils grasp the idea that this would be war in the air and that there would be more civilian damage than WW1. They also understand that children's experiences of evacuation varied and can give reasons as to why the government's portrayal was so positive - Link to Propaganda from WW1 in Year 2. KQ) Were all children's experiences the same? Children examine a graph on Powerpoint which raises enquiry questions about changing numbers of evacuees.(KQ2 Powerpoint) Ref: http://www.keystagehistory.co.uk/keystage_2/evacuation-enquiry-links-with- numeracy-2/ Children investigate and explain the reasons behind fluctuation numbers. REF: www.keystagehistory.co.uk/freesamples/extending-the-bbc-website-on-eric-the-evacuee Use this website to critique a bias website account. Task: Pupils complete zone of inference and write an additional text for the website to redress the imbalance.</p> <p><u>Session 3: How was Britain able to stand firm against the German threat?</u></p>	<p><u>Milepost 3 - Year 5 and 6:</u></p> <p><u>Chronology:</u> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims.</p> <p><u>Communication:</u> Use appropriate historical vocabulary to communicate, including: dates ,time period, era ,chronology , continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas with evidence, on a timeline. Use dates and terms accurately in describing events.</p> <p><u>Interpretation:</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence,</p> <p><u>Vocabulary and definitions:</u> Evacuation: During the Second World War there was organised evacuation of children from London to the countryside. Censorship: When someone e.g. government stops certain information from being known by the public.</p>	

Unit overview (con)

Session 5: Why is it so difficult to be sure what life on the Home Front was really like?

Pupils understand that much of the evidence from this period has to be treated with caution: It is not all it seems.

They will be able to explain how the government used:

- A) Censorship.
- B) Propaganda.

Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged. Ref: KQ Powerpoint question 5.

Task 1) Pupils are shown examples of posters produced for the government to encourage foster parents: one was rejected and one approved. Through discussion, they have to explain why one was preferred.

Task 2) The Blitz's mystery milkman! Pupils apply their knowledge of censorship and grasp why it has been staged for a particular purpose. Ref: Slides give context for what is needed to complete task.

Children to create short captions that might appear in a school textbook explain what is meant by censorship and propaganda.

Local History Link Session 6: The Blitz in Bath.

Accompanying powerpoint shows amount of damage to Bath during the Blitz. Children to research and create a timeline of Bath Blitz and if possible, trip into Bath to look at various bomb sites.

Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale. Pupils are able to identify key features of resistance to German invasion:

- Task:** 1) Print off and blow up [A3 newspaper cartoon from Slide 2](#) for pupils to annotate wartime features.
2) Children to work in pairs to research on one of the eight shown features of life in Britain during the war: Gas masks/Home Guard/ Battle of Britain/ Blitz/ Evacuation/ Rationing/ Fire Service/Air-raid shelters. (Ref: KQ PowerPoint 3 slides as research starters)

Session 4: How did people manage to carry on normal life during the war and how do we know?

Pupils are able to describe a range of roles adults played on the home front, which were unique at that time. They can explain how each group helped to develop the 'Blitz Spirit'. Opportunity for drama/role-play/thought tapping related to KQ 4 Powerpoint slide 2.

Choice of four elements to explore:

- 1) Re-enacting wartime scene and bringing to life: Ref: <http://www.iwm.org.uk/learning/resources/the-1940s-ho-use>
- 2) How we should remember different groups' contribution to the war effort on the Home Front: Ref Curators Dilemma <http://www.keystagehistory.co.uk/keystage-2/curators-dilemma-which-8-objects-should-we-show-to-explain-how-britain-coped-with-the-effect-of-the-war-on-the-home-front-2/>
- 3) Exploring wartime objects. Call My bluff Ref: <http://www.keystagehistory.co.uk/keystage-2-britain-during-the-world-war-two-call-my-bluff-smart-task-2/>
- 4) Looking at war-time experience through the medium of Christmas. Ref: <http://www.iwm.org.uk/history/how-britain-celebrated-christmas-during-the-second-world-war>

Evacuees: Many evacuees were sent to stay with families in the countryside where bombing was thought to be less of a danger.

Propaganda :Political information shared to persuade people to feel or think a certain way. Propaganda was used by both the Axis countries and the Allied countries during the war.

Bombing: The Blitz, was nightly, heavy bombing attacks on cities.

Allies :Britain, the U.S., France and Russia were allies during the war and were known collectively as the Allies.

Axis :Propaganda was used by both the Axis countries and the Allied countries during the war.

Rhineland: Between the two World Wars the Rhineland referred to the whole occupied and demilitarised zone West of the Rhine river.

Versailles: The Treaty of Versailles was the peace treaty signed after the end of World War 1.

Pacific: The U.S. began engaging in war in the Pacific after the Japanese attacked Pearl Harbour.

Luftwaffe :The Luftwaffe are the German air force.



<p><u>Key Questions:</u> The unit is structured around WW2.</p> <ol style="list-style-type: none">1. Why did Britain have to go to war in 1939?2. Why was it necessary for children to be evacuated and what was evacuation really like?3. How was Britain able to stand firm against the German threat?4. How did people manage to carry on normal life during the war and how do we know?5. Why is it so difficult to be sure what life on the Home Front was really like?6. What was VE Day really like?7. How were individual families living affected by the war?	<p><u>Threshold Concepts:</u></p> <p><u>SMSC , British Values Cultural Capital:</u></p> <p>Spiritual:</p>	<p><u>No stakes quizzes and recall of prior learning:</u> Rationing taught in KS1 WW1 topic. Propaganda posters in KS1 WW1 topic.</p> <p><u>Useful Websites:</u> Imperial War Museum site - www.iwm.org.uk National Archives posters and helpful activities for Make Do and Mend www.nationalarchives.gov.uk/education/resources/home-front/</p>
		<p><u>POP task (assessment)</u></p> <p>Children to write a first person account of life in Bath during and after the war. They can write from the perspective of an evacuees, soldier or wife at home. They must use specific topic vocabulary and be able to justify choices made based on research.</p> <p>This gives the opportunity for children to recall previous knowledge of life in the trenches.</p>

Curriculum Planning Sheet – Knowledge W

Milestones for Assessment (BAD)

History - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To build an overview of world history	Identify continuity and change in the history of the locality of the school.	There is a growing understanding of the concepts of continuity and change and some examples of this are given.	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
	Give a broad overview of life in Britain and some major events from the rest of the world.	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
	Compare some of the times studied with those of other areas of interest around the world.	With support, some time periods are compared and described.	Time periods are selected and compared, with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
	Describe the social, ethnic, cultural or religious diversity of past society.	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	When reminded, the characteristic features of the past, from a range of perspectives, are described.	Generally, the characteristic features of the past, from a range of perspectives, are described.	Many of the characteristic features of the past are detailed from a carefully selected range of perspectives.