


History – Year 6 – Spring 1 – Is the Blitz all we need to know about WWII? – MTP

National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>Key Stage Two</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">What was the Blitz?</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should understand how our knowledge of the past is constructed</p>	<p>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world and order an increasing number of significant events on a timeline using dates accurately.</p> <p>To accurately use dates and terms to describe historical events.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>To make perceptive deductions about the reliability of sources and deduce whether it</p>	<p>I know that the Blitz was a German bombing campaign against Britain.</p> <p>I know the Blitz occurred between 1940-1941.</p> <p>I know that Britain bombed Germany back.</p>	<p>Children to be given a picture of the Coventry bombing which destroyed its cathedral in November 1940 and also a picture of a bombed High Street Birmingham on 10th April 1941. Children are to use these pictures to create a layers of inference task. What questions would they like to ask and what would they like to find out?</p> <p>Listen to a speech made by Winston Churchill (briefly touch on ready for next week) – does this make it any clearer or answer their questions? Is this a Primary or Secondary source? Is it reliable?</p> <p>Sort cards that look at events that led up to and resulted from the Blitz.</p> <p>Timeline of events of the War to be begun and built upon during topic.</p> <p>EXT: Look at the bombing that occurred in Hiroshima/Dresden to show we weren't the only ones and compare.</p>

<p>significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone 		<p>from a range of sources.</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>is a Primary or Secondary source.</p> <p>To describe connections, contrasts and trends over short and longer time periods and understand how some historical events happened in different locations i.e. Indus Valley and Ancient Egypt.</p>		<p>Key Vocab:</p> <p>Coventry Birmingham Blitz Winston Churchill Primary Secondary WWII Hiroshima Dresden</p>
	<p>2 What was WWII?</p> 	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>A study of an aspect or theme in British History that</p>	<p>To accurately use dates and terms to describe historical events.</p> <p>To answer and devise their own historically valid questions.</p> <p>To consider different viewpoints or think about bias or anachronism.</p> <p>To show an awareness of the concept of propaganda.</p>	<p>I know that WWII was 1939-1945.</p> <p>I know that the participating countries were Axis powers (Germany, Italy and Japan) and Allies (France, GB, USA, USSR and to some extent China).</p> <p>I know how it involved people from other countries i.e. India, who became Gurkhas.</p>	<p>Empire, Civilisation and Settlement</p> <p>Children to build more context for the beginning of WW2 and the world leaders involved during the war. The children have the opportunity to discover key topic vocabulary and learn about who was part of the Axis and Allied forces. Focus on key individuals.</p> <p>Show a poster that depicts the role of soldiers of the British Empire in the War. Discuss. Create questions based around this poster. Discuss the Source and its reliability. What might it be trying to do?</p> <p>Investigate the role of people in the British Empire. In particular, focus on the Gurkhas and other minority contributions during the War.</p> <p>Key Vocab:</p>

<p>Age to the Iron Age.</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local History study. A study of an aspect or theme in 	<p>3 How did the War impact our area?</p>	<p>extends pupils' chronological knowledge beyond 1066.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>A local History study.</p>	<p>To explain that the past can be represented or interpreted in many different ways and analyse a wide range of evidence.</p> <p>To tell the story of events within and across the time periods studied.</p>	<p>I know that St. Mary's Church has a memorial.</p> <p>I know where we can still see evidence of WWII today i.e. in Coventry with the Cathedral and a disused air raid shelter on the Birmingham Road.</p>	<p>WWII Winston Churchill Adolf Hitler Mussolini Allied Axis Gurkhas</p> <p>Look at a local war memorial – either go to it or look at a picture. Identify people killed during the War. Look at their names, rank, age etc. Use the Commonwealth War Grave Commission website to investigate where they were killed. What does this tell them about people within their locality?</p> <p>Read and study the accounts below of people from Wolverhampton and Birmingham. How are they similar/different?</p> <p>https://www.bbc.co.uk/history/ww2peopleswar/stories/61/a3288161.shtml</p> <p>https://www.bbc.co.uk/history/ww2peopleswar/stories/82/a3378882.shtml (Wolverhampton mentioned half-way down and is presented in a contrast to Birmingham)</p> <p>http://www.bbc.co.uk/history/ww2peopleswar/stories/50/a3912950.shtml</p> <p>On Birmingham Road in Wolverhampton, there is a disused air-raid shelter.</p> <p>Use newspaper reports from the time to compare experiences between Wolverhampton, Birmingham and the surrounding Black Country area. What do these accounts tell them?</p>
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<p>British History that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; 	<p>4 What was an 'evacuee'?</p>	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To tell the story of events within and across the time periods studied.</p> <p>To accurately use dates and terms to describe historical events.</p> <p>To understand change and continuity.</p> <p>To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>To describe connections, contrasts and trends over short and longer time periods and understand how some historical events happened in different locations i.e. Indus Valley and Ancient Egypt.</p>	<p>I know that an evacuee is rescued/leaves a place of danger.</p> <p>I know that evacuees had to leave their parents, possessions and had to live with strangers in either the countryside or different parts of the world i.e., USA.</p>	<p>Key Vocab: Wolverhampton Birmingham Commonwealth War Grave</p> <p>The children will take an in-depth look at the process of evacuation and how it helped children and other vulnerable people stay safe. Through looking at different sources the children can discuss what the experience was like for the people involved.</p> <p>Examine a fictional account of evacuation from <i>Goodnight Mr Tom</i>, <i>Carrie's War</i> or <i>Safe Harbour</i>. Can the children what elements are fiction i.e. names? What historical sources could the children have used to correct this?</p> <p>Listen to an account of an actual evacuee (could be written, a recording etc.). Also, handle objects that an evacuee would have taken with them on their journey. How do these match the fictional story and how do they not?</p> <p>Why would there be similarities and differences? What would be the purpose of the differences? i.e. dramatic license and to fit the story.</p> <p>Can all evacuee stories be understood from just this one? Discuss how some children were sent abroad to Canada etc. Compare to children who are classed as evacuees today. How do their stories and experiences compare?</p> <p>Key Vocab: evacuee evacuation</p>
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<p>Ancient Egypt; The Shang Dynasty of Ancient China.</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the Western world. • A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of 	<p>5 What role did Women play?</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To plan and present a self-directed project or research about the studied period.</p> <p>To construct informed responses by thoughtfully selecting and organising relevant historical information from discussions, debates, different genres of writing (instructions, accounts, letters, posters, news reports, travel guides)</p> <p>To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>To understand the complexity of people's lives in the past and how some societies are</p>	<p>I know that only men fought in the War.</p> <p>I know that Women helped with the Land Army, worked in munitions factories etc.</p>	<p>Watch a government film based around women in the War and their roles. Discuss what they saw, what it told them and what they still want to find out.</p> <p>Research the role of women in the war. This could either be with: women in the services, women in factories, land girls, voluntary and paid work, 'dig for victory'. Children to come up with their own questions around one of these areas and research. They can either work individually or in small groups.</p> <p>Key Vocab: land girls dig for victory</p>
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Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900- 1300.			very different due to changes or challenges at the time.		
	6 Is the Blitz all we need to know about WWII?	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	To construct informed responses by thoughtfully selecting and organising relevant historical information from discussions, debates, different genres of writing (instructions, accounts, letters, posters, news reports, travel guides)	-	Debate: Children could begin the debate by looking at photographs in order to gain an understanding of what life was like for everyday people in Britain during the war. They should be encouraged to use what they have learnt from previous lessons and apply it to what they see in the photographs.