



<b>Year Group</b>	6	<b>Term:</b>	Autumn 1	<b>Subject</b>	History	<b>Topic</b>	World War 2
						<b>Key Question</b>	What was life like in Britain from 1939-1945?
<b>Prior Learning and other CurriculumLinks</b>	<p>Reception: Comments on images of familiar situations in the past</p> <p>Year 1: Place known events and objects in chronological order.</p> <p>Year 2: Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Year 4: Use historic terms related to the period of study.</p> <p>Year 5: Uses more sophisticated time markers within, as well as between periods (e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year.</p>				<b>Skills Statements</b>	<p>Historical Enquiry -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Make confident use of variety of sources for independent research.</p> <p>Chronological understanding Use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.</p>	
<b>Fundamentals</b>	<p>Use historical information to create meaningful questions about change, cause, similarity and difference and significance and create their own ideas about historical events</p> <p>Understand how the knowledge of our past has been formed from a range of sources and use these for independent research</p> <p>Be able to make connections, contrasts and trends over time when talking about World and British history and show this on a timeline</p>				<b>Key Facts/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• Britain went to war in 1939 with Nazi Germany after the failure of appeasement.</li> <li>• Evacuation was the relocation of children from urban cities, especially London, to rural areas to escape the bombing.</li> <li>• Evacuees had a variety of experiences: both positive and negative.</li> <li>• Britain managed to remain firm against the German threat</li> <li>• Home front objects were: darning mushroom, incendiary. shovel, headlamp cover, air raid siren, stirrup pump, wooden rattle and torch.</li> </ul>	

			<ul style="list-style-type: none"> <li>Propaganda was a way for the government to keep up home front morale and support and censorship was when the government controlled the media outlets and information the public was given.</li> </ul>
<b>Our Curriculum Journey</b>	<p><b>Stunning Start: Now Press Play - What was life like for an evacuee?</b></p> <p><b>Journey:</b> The first lesson introduces the topic to the children, specially why Britain went to war with Nazi Germany in 1939 and what lead up to that. Then, they will be divided into groups and come up with arguments for and against Chamberlain's approach of appeasement. The lessons activity will be a class debate about reasons for and against appeasement. In the second lesson, the children will learn about evacuation and why it became necessary. The children will complete two activities, the first a short activity where they are given three pictures where they think of questions and what they can infer from the images. For the second activity the children will create a timeline about evacuees. In the third lesson, the children will learn about the different experiences evacuee children had, both positive and negative, and create an animated video of an evacuee for the BBC showing a balanced view on ipad. The fourth lesson will be focused on the Home Front and the many different strategies Britain used to minimise the casualties. The children will work in groups, where each child is given a section of a cartoon which they will research and then they will piece the cartoon together on a sheet of paper and then write a summarising paragraph about what they researched. For the second activity the children will in their own books annotate the cartoons with two summarising sentences for each. In the fifth lesson, the children will learn about different items that were used on the Home Front, initially with pictures and then on their tables they will be given an item that they have to make up a 'call my bluff' for to test their knowledge. The final lesson will focus on propaganda and censorship and how that has impacted our understanding of what life was like during the Second World War. The activity will be for the children to create their own propaganda poster.</p> <p><b>Show stopper:</b> Non-chronological report about Britain on the Home Front.</p>		
<b>Key Vocabulary (revisited)</b>	War Germany Britain	<b>Key Vocabulary (new)</b>	Adolf Hitler Neville Chamberlain Winston Churchill D-day VE Day Blitz Evacuation

			Home Front Rationing
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