

Lent 1
History Yr6: WWII



Scripture Link:
'A time to love and a time to hate, a time for war and a time for peace.' Ecclesiastes 3:8

National Curriculum Objective
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Timeline

	Lesson 1	Lesson 2/3	Lesson 3
Learning intention for each lesson	<p>To know that World War Two was a key event in the timeline of British history.</p> <p>To know that the start of World War Two was linked to World War One</p>	<p>To know that the Battle of Britain was a significant event in World War Two</p>	<p>To know that the Blitz targeted many cities over a number of years and what it was like.</p>
Recall and Retrieval	<p>FN was a British Nurse who worked during the Crimean War.</p> <p>she is remembered for changing the way hospitals were run and how the soldiers were treated.</p>	<p>Germany had to sign the Treaty of Versailles in 1919 and accept full responsibility for the war, which devastated Germany because they had to pay a huge amount of money and resources.</p> <p>by the 1930s, unemployment and poverty in Germany were widespread.</p> <p>Adolf Hitler became Germany's leader in 1934 and claimed his Nazi Party would restore German pride and save the economy.</p> <p>he then invaded the surrounding countries.</p> <p>Britain and France declared war on Germany on 3rd September 1939.</p> <p>Lincolnshire was known as bomber county during WWII as the majority of bomber planes took off in the county.</p>	<p>the Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940, and was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler.</p> <p>Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain.</p> <p>GFofL-buildings were close together so more people can live in the city, narrow streets and homes made out of wood causing the fire to spread quickly.</p> <p>Homes Now and Then- Roofs changed from being made of straw and grass to slate and terracotta tiles. They were built over more than one floor.</p> <p>Houses originally only had one room and now have many.</p>
	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know-

<p>Sequence of substantive knowledge throughout the lesson</p>	<p>Germany had to sign the Treaty of Versailles in 1919 and accept full responsibility for the war, which devastated Germany because they had to pay a huge amount of money and resources.</p> <p>By the 1930s, unemployment and poverty in Germany were widespread.</p> <p>Adolf Hitler became Germany's leader in 1934 and claimed his Nazi Party would restore German pride and save the economy.</p> <p>He then invaded the surrounding countries.</p> <p>Britain and France declared war on Germany on 3rd September 1939.</p> <p>Germany were defeated in World War One in 1918.</p> <p>Britain and France tried appeasement rather than challenging this expansion.</p> <p>On 1st September 1939, German forces invaded Poland.</p> <p>-</p>	<p>The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940, and was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler.</p> <p>Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain</p> <p>A turning point is when a situation starts to change, in a beneficial way.</p> <p>The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. It was the first major battle in history to be fought entirely in the air.</p> <p>A turning point is when a situation starts to change, in a beneficial way.</p> <p>Operation Sealion was put on hold and Germany failed to invade and occupy Britain</p>	<p>The word 'Blitz' comes from the German term Blitzkrieg, meaning 'lightenin war'.</p> <p>The 'Blitz' was the sustained campaign of aerial bombing attacks on British towns and cities.</p> <p>It was carried out by the Luftwaffe from September 1940 to May 1941.</p> <p>From October 1940, there were German Blitz raids every day and night a for 57 days. He wanted to make the British people even more afraid and to weaken them by stopping them from sleeping properly.</p> <p>For eight months German airplanes dropped bombs on London and other cities, including Birmingham, Coventry, Sheffield, Liverpool, Plymouth, Southampton, Portsmouth, and Manchester. These were all places where factories and other important industries were based. The attack was Adolf Hitler's attempt at forcing the country to surrender.</p> <p>People used different strategies to protect themselves from the raids/bombings.</p> <p>In London, many people slept on the platforms of the underground railway stations so they would be protected from the bombs, falling debris, and fire. As the bombing raids continued, all large towns set up public air-raid shelters. Many people also built smaller ones, called Anderson shelters, in their gardens. There was even a type of shelter—a Morrison shelter—that people could set up inside their homes.</p> <p>When a bombing raid was about to start, air-raid sirens sounded a warning.</p> <p>During the Blitz, the British government enforced a blackout to deceive German bombers. There were no streetlights, car headlights, or illuminated signs. People put up black curtains in their windows so that no lights showed outside their houses. People also had to put tape across their windows because shattered glass from bomb blasts was very dangerous.</p>
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			Somerby Hill – Bomber command centre for the Battle of Britain. Douglas Barda.
Key Skills/disciplinary knowledge	<p>Sequence several historical events on a timeline, considering the relationships to each other.</p> <p>Debate independently on different types of causes and consequences for most of the events covered, including longer- and shorter-term aspects.</p> <p>Aim: To know and understand the history of these islands as a coherent, chronological narrative</p>	<p>Compare the significance of events, developments and people across History and time periods studied.</p> <p>Evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p>Aim: To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between military and political history; and between short- and long-term timescales</p>	<p>Evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p>Understand and explain the nature and reasons for different interpretations in a range of topics.</p> <p>Aim: To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Key Vocabulary	Reparation, alliance, appeasement, imperialism, militarism, declaration, treaty, economy, dictatorship, cause, effect, consequence	Turning point, battle, airforce, Luftwaffe, RAF, defence, airfield, military, campaign, Operation Sealion	Blitzkreig, air raid, shelter, Anderson shelter, Morrison shelter, blackout, offensive, bombing
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links	<p>Know that the war is still within living memory of some people. Know the lasting impact on families. The “Windrush Generation” is the name given to the 500,000 people who migrated from the Caribbean to help Britain to rebuild after the war. Many of these people and their descendants still live in the UK today. Use this as an example of how the consequences of WW2 has changed Britain today Windrush Generation: 3 stories from people who were part of this generation</p> <p><i>Joan Clarke (1917-1996) Bletchley Park, is the old mansion in England where the cryptographers were working hard to decode documents from their enemies during World War II. Joan Clarke was among the best minds behind the codebreaking scheme as a cryptographer who unscrambled messages coming from the German navy. Clarke’s work paved the way for almost instantaneous responses within the military that saved lives from possible U-boat attacks. The contributions of Clarke earned her the award in 1946 of a Member of the Order of the British Empire.</i></p>		

	<p><i>Diversity Links: One of the strengths of the RAF in 1940 was its diversity. The victories of the Germans across Europe had encouraged men from across the British Empire to travel to Britain to join the RAF. In Europe itself, airmen from the countries that the Germans took over or attacked travelled to the UK to try to carry on the fight against the Nazis. In addition to the different nationalities, there were also different religions in the RAF. Christian, Jewish, Muslims, Sikhs and Hindus all served as part of the RAF. https://www.battleofbritainday.co.uk/diversity-in-the-air/</i></p>		
Catholic Social Teaching Principles	Solidarity: No-one is an island What happens to you, happens to me.	Solidarity: No-one is an island What happens to you, happens to me.	Solidarity: No-one is an island What happens to you, happens to me.
British Values			
Wider links			

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History Yr6: WWII

Timeline

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know why children were evacuated in WW2, where they went and how they were treated.	To know what rationing was and why it was introduced.	To know that women played an important role during World War Two. To know how this time raised an awareness to gender inequality and the impact of this following the war.
Recall and Retrieval	<p>The word 'Blitz' comes from the German term Blitzkrieg, meaning 'lightenin war'.</p> <p>The 'Blitz' was the sustained campaign of aerial bombing attacks on British towns and cities.</p> <p>it was carried out by the Luftwaffe from September 1940 to May 1941.</p> <p>for eight months German airplanes dropped bombs on London and other cities,</p> <p>people used different strategies to protect themselves from the raids/bombings.</p> <p>when a bombing raid was about to start, air-raid sirens sounded a warning.</p> <p>during the Blitz, the British government enforced a blackout to deceive German bombers. There were no streetlights, car headlights, or illuminated signs.</p> <p>Industrial Revolution- children were cheap to employ and small hands were able to effectively operate machinery.</p> <p>conditions in factories were very dangerous.</p>	<p>evacuation started in 1940.</p> <p>during the Second World War (1939 to 1945) fears cities and large towns in the UK would be bombed resulted in government evacuation orders.</p> <p>this meant thousands of school children were sent from their homes in urban areas to safety in the countryside where they lived with families they did not know.</p> <p>some evacuees flourished in their new surroundings. Others endured a miserable time away from home and used as free labour.</p> <p>most did not know when they would be going back home. It was a very frightening time. Many of them had never been away from their homes and parents before. Many evacuees from inner-city areas had never seen farm animals before or eaten vegetables.</p> <p>Industrial Revolution-James Watt was a British inventor who made great improvements to the steam engine.</p> <p>factories were built and used the steam engine to power their machinery which allowed production to be faster and on a larger scale.</p>	<p>the rationing of food began in January 1940 and lasted for 14yrs.</p> <p>rationing began when food could no longer be imported due to the German's bombing the boats.</p> <p>the British government introduced food rationing to ensure that the food we did have was distrusted fairly.</p> <p>every man, woman and child was given a ration book with coupons.</p> <p>the government encourage people to supplement their coupons with campaigns such as 'Dig for Victory' and 'Make do and mend'.</p> <p>petrol was first to be rationed followed by essential foods and clothing.</p> <p>Up, up and away Y2-Ameilia Earhart one of the first female aviators and helped changed the minds at the time about what women were able to do.</p> <p>Women of Influence Y2- Margaret Thatcher wanted to become a politician and have an impact on the way the country was run.</p> <p>she was the first female prime minister of Britain.</p>

Sequence of substantive knowledge throughout the lesson

By the end of the lesson, children will know-
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some evacuees flourished in their new surroundings. Others endured a miserable time away from home and used as free labour.

Most did not know when they would be going back home. It was a very frightening time. Many of them had never been away from their homes and parents before. Many evacuees from inner-city areas had never seen farm animals before or eaten vegetables.

By the end of the lesson, children will know-

The rationing of food began in January 1940 and lasted for 14yrs.

Rationing began when food could no longer be imported due to the German's bombing the boats.

The British government introduced food rationing to ensure that the food we did have was distributed fairly. **The scheme was designed to ensure fair shares for all at a time of national shortage. The Ministry of Food was responsible for overseeing rationing.**

Every man, woman and child was given a ration book with coupons.

The government encourage people to supplement their coupons with campaigns such as 'Dig for Victory' and 'Make do and mend'.

Petrol was first to be rationed followed by essential foods such as bacon, butter, and sugar, meat, tea, jam, biscuits, breakfast cereals, cheese, eggs, lard, milk, canned and dried fruit; and clothing

Rationing also led to the growth in a black market.

By the end of the lesson, children will know-

From 1941, women were called up for war work, in roles such as mechanics, engineers, munitions workers, air raid wardens, bus and fire engine drivers, code breakers (Bletchley park).

Even Queen Elizabeth drove lorries in the war.



80,000 women joined the Women's Land Army, to prevent Britain from being 'starved out'.

That if it wasn't for the roles that women played during the war, the war would not have been won.

Women joined The Women's Royal Naval Service (WRNS), the Women's Auxiliary Air Force (WAAF) and the Auxiliary Territorial Service (ATS).

They flew unarmed aircraft, drove ambulances, served as nurses and worked behind enemy lines in the European resistance in the Special Operations Executive.

In cities, the Women's Voluntary Service provided support (and much needed tea and refreshments) to victims of the Blitz.

In the Special Operations Executive (SOE), women deployed behind enemy lines.

Key Skills/disciplinary knowledge			<p>Articulate a coherent narrative that highlights the depth of their knowledge and understanding.</p> <p>Compare the significance of events, developments and people across History and time periods studied.</p> <p>Consider how to check the accuracy of interpretations, facts, fiction or opinion.</p> <p>Aim: To know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
Key Vocabulary		Ration, ration book, starvation, Dig for Victory, Ministry of Food, queue, vegetables, Black Market, evacuation, evacuee	Society, significant, role, women, crucial, vital, influence, propaganda
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			Joan Clarke (1917-1996) Bletchley Park, is the old mansion in England where the cryptographers were working hard to decode documents from their enemies during World War II. Diversity Links: Know that the war is still within living memory of

			some people. Know the lasting impact on families. Joan Clarke was among the best minds behind the codebreaking scheme as a cryptographer who unscrambled messages coming from the German navy. Clarke's work paved the way for almost instantaneous responses within the military that saved lives from possible U-boat attacks. The contributions of Clarke earned her the award in 1946 of a Member of the Order of the British Empire
Catholic Social Teaching Principles	<p>Solidarity: No-one is an island What happens to you, happens to me.</p> <p>Human Dignity: Society is only as strong as the value it places on each other</p>	<p>Solidarity: No-one is an island What happens to you, happens to me.</p> <p>Preferential option of the poor: identifying those in greatest need.</p>	Participation: Recognising the problems of our world and seeking solutions.
British Values			
Wider curriculum links			