

The World at War: History: Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate the causes of World War Two.	This initial session looks at when and where World War Two took place, who was involved and why war broke out. Children will explore the difference between historical events and causes before using a diamond nine grid to rank the causes of the Second World War from most to least important.	<ul style="list-style-type: none"> Do children understand the difference between an 'event' and a 'cause'? Can children identify and explain a range of causes which contributed to World War Two. Can children assess the relative significance of a range of causes? 	<ul style="list-style-type: none"> Slides Cause Cards Diamond Nine Grid 1A/1B Explanation Sheet Challenge Cards (FSD? activity only) Knowledge Organiser 1A/1B/1C (FSD? activity only) Learning Support Cards 1A/1B/1C (FSD? activity only)
Lesson 2	To know about the different organisations and people who contributed to the war effort.	In this lesson, children will learn about the different organisations and people involved in Britain's war effort from across the British Empire. Children will analyse biographies and chart the similarities and differences between their backgrounds, roles and experiences.	<ul style="list-style-type: none"> Do children know what is meant by the term 'war effort'? Can children describe some of the responsibilities of the organisations involved in the war effort? Can children explain how the experiences of the people who contributed to Britain's war effort varied by their role and background? 	<ul style="list-style-type: none"> Slides Biographies 2A/2B/2C/2D/2E/2F Summary Chart Example Relationships Web (FSD? activity only) Challenge Cards (FSD? activity only) Glossary
Lesson 3	To understand the impact of rationing during World War Two.	Children move their attention to look at Britain's home front and start by discussing what rationing was and why it was necessary. They will investigate different historical sources to discover what was rationed and how the rationing system worked before bringing the process to life with an engaging rationing role play activity.	<ul style="list-style-type: none"> Can children describe what rationing was and why it was necessary? Can children describe some of the ways that rationing impacted on people (limited choices, reduced quantities, fair access). Can children suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale? 	<ul style="list-style-type: none"> Slides Rationing Information Sheet Newspaper Template 3A/3B/3C Picture Sheet Challenge Cards Role Cards (FSD? activity only) Rationing Book (FSD? activity only) Grocery Cards FSD? activity only) Ration List (FSD? activity only) Help Sheet (FSD? activity only)
Lesson 4	To find out about the Blitz and the communities affected by it.	During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the Luftwaffe. Children will analyse photographs from the time to apply their learning and generate historically valid inferences and questions about the impact of the Blitz. Alternatively, children can create poems to express their understanding.	<ul style="list-style-type: none"> Can children explain what the Blitz was and which areas in Britain were targeted? Can children describe some of the British military and civilian responses to the Blitz? Can children create historically valid inferences and questions based on photographic evidence? 	<ul style="list-style-type: none"> Slides Photograph Cards See, Think, Wonder, Cards Word Bank Blitz Poem Examples Blitz Poem sheets (FSD? activity only)
Lesson 5	To know about evacuation and its impact on the people involved.	During this session, children will learn about evacuation and explore why the government felt that Operation Pied Piper was necessary. Children will then use oral testimonies from evacuees, parents and host families to look at people's different experiences of evacuation.	<ul style="list-style-type: none"> Can children explain what evacuation was and why it was implemented? Can children use information from oral testimonies to explain how people's experience of evacuation varied? Can children make connections between the past and present and suggest how an evacuation programme today would be different? 	<ul style="list-style-type: none"> Slides Oral Testimony 5A/5B/5C/5D/5E/5F Question Cards 5A/5B Response Sheet Factor Sheet (FSD? activity only)

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Lesson 6	To understand the significance of the Holocaust.	This lesson explores how Hitler's beliefs about race led to the persecution of the Jews across Nazi Europe, culminating in the Holocaust. Children will use the story of Anne Frank and extracts from her diary to understand the impact of the Holocaust on the Jewish people in an age-appropriate manner.	<ul style="list-style-type: none"> Can children explain why Jewish people - and others - were persecuted and killed by the Nazis? Can children explain how Nazi's policies towards the Jewish people changed over time? Can children tell you who Anne Frank was and suggest reasons why her diary is an important historical record? 	<ul style="list-style-type: none"> Slides Policy and Impact Cards Policy Analyser 6A/6B Answer Sheet 6A/6B Word Mat Brochure Template 6A/6B (FSD? activity only)
Lesson 7	To use historical enquiry skills to research, and draw conclusions about, the past.	<p>In this final lesson, children will use and apply the vocabulary, knowledge and skills they have developed during the unit to plan and carry out their own historical research and to draw their own conclusion as to whether the Allies would have won the war without the contribution of the British Empire. Alternatively, children undertake self-led research about the events leading up to the end of the war.</p> <p>An End of Unit Quiz is also provided.</p>	<ul style="list-style-type: none"> Do children know how to access information relevant to the enquiry? Can children select, organise and communicate reliable and relevant information in response to a historical research question. Can children critically evaluate contrasting interpretations of the past and explain how and why they are different? Can children draw well-informed conclusions about interpretations of the past based on their own historical research, analysis and reasoning. 	<ul style="list-style-type: none"> Slides Planning Sheet Information Sheet 7A/7B/7C Enquiry Sheet Fact Sheet (FSD? activity only) Picture Sheet (FSD? activity only) Timeline (FSD? activity only) Books, artefacts, computers End of Unit Quiz



The World at War : Subject : Year 5/6

KS2 Aims and Objectives:

Objective

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Vocabulary

World War I, World War II, timeline, chronology, Allies, Axis, democracy, fascism, colonisation, British Empire and Commonwealth, war effort, military, civilian, Special Operation Executive, Army, Navy, Royal Air Force, Luftwaffe, Women's Auxiliary Air Force, blitz, air raid, Anderson shelter, blackout, evacuation, evacuee, rationing, rationing book, oral history, propaganda posters, Nazi, holocaust, Anne Frank, diary, relevance, reliability, usefulness, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation short-term, long-term, political, military, posters, film and newspaper articles

Aims

- develop the appropriate use of historical terms
- have a chronologically secure knowledge and understanding of British, local and world history
- establish clear narratives within and across the periods the study (including the local area)
- make connections, draw contrasts and analyse trends over time
- address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance
- understand how our knowledge of the past is constructed from a range of sources
- assess how and why contrasting interpretations of the past have been constructed
- construct informed responses that involve thoughtful organisation of relevant historical information

Teacher notes

