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

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

significance. They should Primary Key Vocab: from a range of а Secondary source. construct informed sources. Birmingham Blitz Winston Churchill Coventry describe responses that involve A study of an Secondary **WWII** Hiroshima Primary connections, contrasts thoughtful selection and aspect or theme in Dresden and trends over short organisation of relevant British History that and longer time periods historical information. extends pupils' and understand how They should understand some historical events chronological how our knowledge of the happened in different knowledge beyond past is constructed from a locations i.e. Indus 1066 Valley and Ancient range of sources. In Egypt. planning to ensure the progression described To accurately use dates I know that WWII Empire, Civilisation and Settlement They should above through teaching 2 and terms to describe regularly address was 1939-1945. Children to build more context for the beginning the British, local and historical events. What was and sometimes of WW2 and the world leaders involved during I know that the To answer and devise world history outlined WWII? historically devise the war. The children have the opportunity to their own historically participating below, teachers should valid questions discover key topic vocabulary and learn about countries were Axis valid questions. combine overview and about change, To consider different (Germany, who was part of the Axis and Allied forces. Focus powers depth studies to help cause, similarity and viewpoints or think Italy and Japan) and on key individuals. pupils understand both difference, and about bias Allies (France, GB, the long arc of Show a poster that depicts the role of soldiers of significance. anachronism. USA, USSR and to development and the the British Empire in the War. Discuss. Create To show an awareness some extent China). should They complexity of specific of the concept of questions based around this poster. Discuss the understand how our aspects of the content. propaganda. Source and its reliability. What might it be trying I know how it knowledge of the involved people from to do? Pupils should be taught past is constructed other countries i.e. about: Investigate the role of people in the British from a range of India, who became Empire. In particular, focus on the Gurkhas and sources. Changes in Gurkhas. other minority contributions during the War. Britain from A study of an the Stone Key Vocab: aspect or theme in

British History that

Age to the		extends pupils'			WWII Winston Churchill Adolf Hitler
J					Mussolini Allied Axis Gurkhas
Iron Age.		chronological			Mussolini Allied Axis Gurrnas
• The Roman		knowledge beyond			
Empire and		1066.			
its impact on		They should note	To explain that the past	I know that St. Mary's	Look at a local war memorial – either go to it or
Britain.	3	connections,	can be represented or	Church has a	look at a picture. Identify people killed during the
D	How did the	contrasts and trends	interpreted in many	memorial.	War. Look at their names, rank, age etc. Use the
Britain's	War impact	over time and	different ways and	I know where we can	Commenwealth War Grave Commission website
settlement	our area?	develop the	analyse a wide range of evidence.	still see evidence of	to investigate where they were killed. What does
by Anglo-		appropriate use of	To tell the story of		this tell them about people within their locality?
Saxons and		historical terms	events within and	WWII today i.e. in Coventry with the	Read and study the accounts below of people
Scots.		A study of an aspect	across the time periods	Cathedral and a dis-	from Wolverhampton and Birmingham. How are
 The Viking 		or theme in British	studied.	used air raid shelter	they similar/different?
and Anglo-		History that extends		on the Birmingham	3
Saxon		pupils' chronological		Road.	https://www.bbc.co.uk/history/ww2peopleswar/s
struggle for		knowledge beyond		Rouu.	tories/61/a3288161.shtml
the Kingdom		1066.			https://www.bbc.co.uk/history/ww2peopleswar/s
of England					tories/82/a3378882.shtml (Wolverhampton
to the time		A local History			mentioned half-way down and is presented
of Edward		study.			in a contrast to Birmingham)
the					, and the second
Confessor.					http://www.bbc.co.uk/history/ww2peopleswar/st
 A local 					<u>ories/50/a3912950.shtml</u>
History					On Birmingham Road in Wolverhampton, there is
study.					a disused air-raid shelter.
					Use newspaper reports from the time to compare
 A study of 					experiences between Wolverhampton,
an aspect or					Birmingham and the surrounding Black Country
theme in					area. What do these accounts tell them?

British					Key Vocab:
History that					Wolverhampton Birmingham Commonwealth
extends					1
pupils'					War Grave
chronological		They should	To tell the story of	I know that an	The children will take an in-depth look at the
knowledge	4	construct informed	events within and	evacuee is	process of evacuation and how it helped children
beyond	What was an	responses that	across the time periods	rescued/leaves a place	and other vulnerable people stay safe. Through
1066.	'evacuee'?	involve thoughtful	studied.	of danger.	looking at different sources the children can
1000.		selection and	To accurately use dates	I know that evacuees	discuss what the experience was like for the
• The		organisation of	and terms to describe	had to leave their	people involved.
achievements		relevant historical	historical events.	parents, possessions	Examine a fictional account of evacuation from
of the early		information.	To understand change	and had to live with	Goodnight Mr Tom, Carrie's War or Safe
civilisations		They should	and continuity.	strangers in either the	Harbour. Can the children what elements are
– an		understand how our	To understand the	countryside or	fiction i.e. names? What historical sources could
overview of		knowledge of the	complexity of people's	different parts of the	the children have used to correct this?
where and		past is constructed	lives in the past and	world i.e., USA.	Listen to an account of an actual evacuee (could
when the		from a range of	how some societies are		be written, a recording etc.). Also, handle objects
		sources.	very different due to		that an evacuee would have taken with them on
first		A study of an aspect	changes or challenges		their journey. How do these match the fictional
civilisations		or theme in British	at the time. To describe		story and how do they not?
appeared		History that extends pupils' chronological			Why would there be similarities and differences? What would be the purpose of the differences?
and a depth		knowledge beyond	connections, contrasts and trends over short		i.e. dramatic license and to fit the story.
study of one		1066.	and longer time periods		Can all evacuee stories be understood from just
of the		1000.	and understand how		this one? Discuss how some children were sent
following:			some historical events		abroad to Canada etc. Compare to children who
Ancient			happened in different		are classed as evacuees today. How do their
Sumner; The			locations i.e. Indus		stories and experiences compare?
Indus Valley;			Valley and Ancient		Key Vocab:
industrial industrial			Egypt.		evacuee evacuation

Ancient		They should	To plan and present a	I know that only men	Watch a government film based around women
Egypt; The	5	regularly address	self-directed project or	fought in the War.	in the War and their roles. Discuss what they saw,
Shang	What role	and sometimes	research about the	I know that Women	what it told them and what they still want to find
Dynasty of	did Women	devise historically	studied period.	helped with the Land	out.
Ancient	play?	valid questions	To construct informed	Army, worked in	Research the role of women in the war. This could
China.		about change,	responses by	munitions factories	either be with: women in the services, women in
China.		cause, similarity and	thoughtfully selecting	etc.	factories, land girls, voluntary and paid work, 'dig
 Ancient 		difference, and	and organising relevant		for victory'. Children to come up with their own
Greece — a		significance.	historical information		questions around one of these areas and research.
study of		They should	from discussions,		They can either work individually or in small
Greek life		construct informed	debates, different		groups.
and		responses that	genres of writing		Key Vocab:
		involve thoughtful	(instructions, accounts,		land girls dig for victory
achievements		selection and	letters, posters, news		
and their		organisation of	reports, travel guides)		
influence on		relevant historical	To know how our		
the Western		information.	knowledge of the past is		
world.		They should	constructed from a		
		understand how our	range of sources and		
• A non-		knowledge of the past is constructed	can select and organise relevant historical		
European		from a range of	information from a		
society that		sources	range of historical		
provides		A study of an aspect	sources.		
contrasts		or theme in British	To start to understand		
with British		History that extends	the difference between		
History –		pupils' chronological	primary and secondary		
one study		knowledge beyond	evidence and the		
chosen from:		1066.	impact of this on		
early Islamic			reliability.		
civilisation,			To understand the		
including a			complexity of people's		
study of			lives in the past and		
study of			how some societies are		

Baghdad			very different due to		
c.AD400;			changes or challenges		
Mayan			at the time.		
civilisation					
c.AD900;		A study of an aspect	To construct informed	-	Debate: Children could begin the debate by
Benin (West	6	or theme in British	responses by		looking at photographs in order to gain an
Africa)	Is the Blitz	History that extends	thoughtfully selecting		understanding of what life was like for everyday
c.AD900-	all we need	pupils' chronological	and organising relevant		people in Britain during the war. They should be
1300.	to know	knowledge beyond	historical information		encouraged to use what they have learnt from
	about	1066.	from discussions,		previous lessons and apply it to what they see in
	WWII?		debates, different		the photographs.
			genres of writing		
			(instructions, accounts,		
			letters, posters, news		
			reports, travel guides)		