

Year 6 Autumn – How did WWII Change Britain?

This topic offers scope for using a wider range of resources, including accessible artefacts and oral history, it also links really well with literacy, especially when using whole novels. Although no specific novels are used here as this would unduly tie you down, it is expected that you will want to use your preferred novel (Goodnight Mr Tom, Carrie’s War are obvious examples). I like the way the planner makes a massive contribution to numeracy through the work on evacuation and citizenship through the treatment of government propaganda. You are free to give the topic the focus you prefer but in terms of developing historical thinking, it would be a shame if you overlooked the opportunity for pupils to evaluate evidence in terms of propaganda and censorship and to consider the diversity of experience. So, when asked What was it like to have lived through World War Two, pupils should reply, “well, it depends who you were!. Some people..; for others.. etc” **LOCAL LINKS – STIBBINGTON STEAM RAILWAY – Day of an Evacuee. BOOK which underpins unit – Letters from the Lighthouse**

Substantive Concepts



Disciplinary concepts

Historical significance
 Similarity and difference
 Sources and evidence.

Prior knowledge

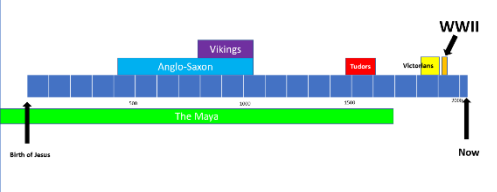
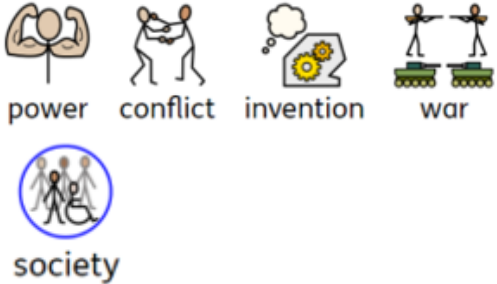
Prior knowledge

Historical significance. (British government, knowledge of the Monarchy)

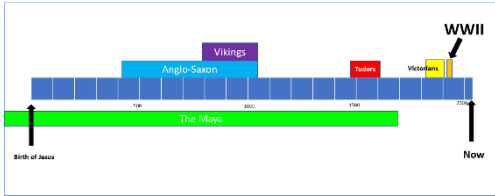
Hook/use of outdoor area/trips: Stibbington Trip (centre now closed) could use Duxford Museum as alternative; Anderson Shelter at School; Peterborough Museum WW2 day on offer (not previously booked, but could be looked into). The trying on of gas masks, reading rationing recipes, rationing books.

Cross-curricular links: Writing/Reading (Rose Blanche/Letters From The Lighthouse – diary, recount, letter, persuasive leaflet based on school trip); Maths; Geog (Europe/allies/axis); outdoor learning (Anderson Shelter/air raid); Music (bespoke unit related to WW2 mid century music).

Key questions Content coverage/concepts/timeline	The knowledge intended to be taught. What will they learn?	Learning Activities	Learning resources	Outcomes/ assessment
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	What skill will they be learning?			
<p>1 Why did Britain have to go to war in 1939?</p>  	<p>Knowledge:</p> <ul style="list-style-type: none"> *Pupils understand how the actions of Hitler threatened European peace. *They understand what is meant by the term appeasement. *They are aware of the dilemma facing Chamberlain and other appeasers. *They can explain why Chamberlain ultimately took the decision to go to war. <p>Skill</p> <ul style="list-style-type: none"> *Summarising * Discuss Pros and Cons *Understanding and use of chronology. 	<p>Explain the sequence of events from 1918-39 using KQ1 PowerPoint which outlines the key events in chronological order.</p> <p>Pupils sequence 6-10 event cards from the PowerPoint giving the key landmarks from World War One to World War Two</p> <p>Role play: pupils work in teams putting forward and then debating the arguments for and against appeasement. The roles are differentiated to ensure challenge is appropriate</p>	<p>KQ1 PowerPoint contains</p> <p>simple narrative of events with some basic explanation to provide a starting point for deeper research</p>	<p>Chronological understanding - Correct sequencing of events</p> <p>Pupils to create their own speech/thought bubbles summarising at least three key reasons for and against appeasement</p>
<p>2 Why was it necessary for children to be evacuated and what was evacuation really like?</p>	<ul style="list-style-type: none"> *Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War. 	<p>Starting with a graph to raise a number of issues, pupils then explore children's experience before going on to critique a misleadingly one-sided website entry.</p>	<p>Key Question 2 PowerPoint Slide 2 mystery photo Slide3 template for zones of inference activity Slide 4</p>	<p>Example of pupils' completed zone of inference.</p> <p>Pupils write additional text</p>

(2 lessons)



society



power



conflict



invention



war

*Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions.

*Pupils can investigate and explain the reasons for fluctuating numbers being evacuated

*They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.

*They can critique a BBC website interpretation

Zones of inference activity on the PPT.

Asking questions of a graph and then researching their own questions using range of texts/websites

Market place. Re-union of evacuees. Were their experiences all the same?

Evaluate BBC website

Example of pupils' work

RS1 Zones of inference recording sheet

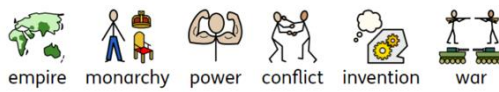
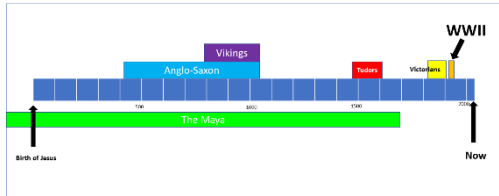
Outstanding Lesson on using the graph of evacuation statistics

<http://www.keysagehistory.co.uk/keystage-2/evacuation-enquiry-links-with-numeracy-2/>

Outstanding Lesson critiquing the BBC website <http://www.keystagehistory.co.uk/free-samples/extending-the-bbc-website-on-eric-the-evacuee/> has all resources you need

for website to redress the imbalance.

3 How was Britain able to stand firm against the German threat?



*Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale.

*Pupils are able to identify key features of resistance to German invasion:
 Trying on gas masks
 Home Guard
 Battle of Britain
 Blitz Evacuation
 Rationing
 Fire service
 Air-raid shelters

Pupils annotate as many features of wartime Britain as they can to show how she stood firm

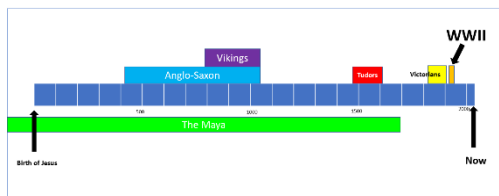
Individual groups have responsibility for detailed research on one of the 8 shown features of life in Britain during the war

Key question 3 PowerPoint Slide 2 has a newspaper cartoon which can be enlarged to A3 and printed off for pupils to annotate wartime features

Subsequent slides provide starter details on each of the 8-10 aspects which pupils then research

Annotation of at least 6-8 contemporary features

4 How did people manage to carry on normal life during the war and how do we know?



Knowledge
 *They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.

*Pupils' grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to

Pupils adopt the persona of one of the people shown on slide 2 of the PowerPoint. Working in pairs pupils research the person's role on the Home Front and what they might be saying and thinking at the time captured by the picture. You as teacher, then 'tap in', asking each pupil what they are thinking at the time while the rest of

Key question 4 PowerPoint Slide 2 of key image for Freeze Frame activity to be printed off for Smart task 1 Great section on Imperial War Museum site which contains PowerPoint of 1940shouse <http://www.iwm.org.uk/learning/resource>

How do we know from this picture that it is showing life in Britain during the Second World War?

Pupils explain their reasoning for spending the money for



There are 4 elements to this question. It is not anticipated that you will do all four. Much will depend on the other resources e.g. artefacts and oral testimony you have to hand

Element 1:

Re-enacting a typical everyday wartime scene and bringing the image alive

Element 2:

How we should remember different groups' contribution to the war effort on the Home Front

Element 3: Exploring wartime objects

Element 4: Looking at war-time experience through the medium of Christmas

THIS WILL LIKELY TAKE MORE THAN ONE LESSON

also appreciate that this is controversial.

Skill

*Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time.

*Use of empathy

*Use of inference

the pupils listen to the answers.

Between the times you are tapping in pupils should be talking to others in the picture, trying to recreate the sorts of conversations that would be going on e.g. Billeting officer might be saying 'hurry along children we have to find you new homes...'

Call My Bluff exploration of Home Front artefacts and photos of the same

Curators' Dilemma. Which pieces of evidence would you select to tell the story of the Home Front? How would you justify your selection if you had only limited space?

[s/the-1940s-house](http://www.keystagehist.org.uk/keystage-2/the-1940s-house)

Smart task 2 Curator's Dilemma <http://www.keystagehist.org.uk/keystage-2/curators-dilemma-which-8-objects-should-we-show-to-explain-how-britain-coped-with-the-effect-of-war-on-the-home-front-2/>

Smart Task 3 Call my Bluff <http://www.keystagehist.org.uk/keystage-2/world-war-two-call-my-bluff-smart-task-2/>

Smart Task 4 Celebrating Christmas <http://www.keystagehist.org.uk/keystage-2/celebrating-christmas>

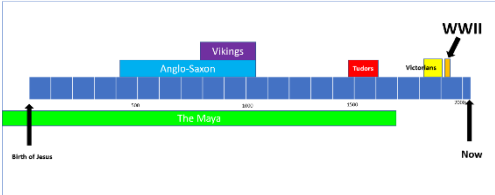
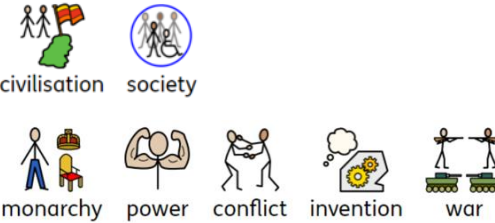
conservation on just 3 particular sites, explaining why

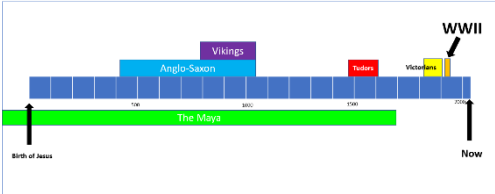
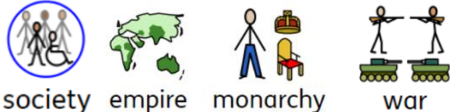
[ge-2/christmas-for-children-on-the-home-front-during-world-war-two-2/](#)

Celebrating Christmas . Detailed well illustrated section on Imperial War Museum's site <http://www.iwm.org.uk/history/how-britain-celebrated-christmas-during-the-second-world-war>

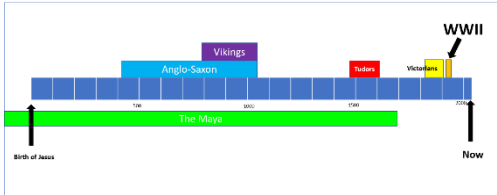
The National Archives provides a good range of posters and helpful activities on Make do and mend etc

<http://www.nationalarchives.gov.uk/education/>

			<p>sources/home-front/</p> <p>Whitehawk Primary School and Screen Archive South East On the Home Front http://www.movinghistorical.ac.uk/whitehawk-home-front/</p>	
<p>5 Why is it so difficult to be sure what life on the Home Front was really like?</p>  	<p>*Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems.</p> <p>*They can explain how the government used:</p> <p>a. Censorship b. Propaganda</p> <p>*Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged</p>	<p>Explained in core text for KQ5. Can you be the Government Censor.</p> <p>Smart Task 1 Pupils are shown an example of posters produced for the government to encourage foster parents: one that was rejected and one that was accepted.</p> <p>They have to explain why one was preferred</p> <p>Smart Task 2 How can we explain the Blitz's mystery milkman.</p>	<p>PowerPoint Key question 5 Contains two fascinating images concerning recruiting foster parents for evacuees: one rejected and one accepted for pupils to analyse.</p> <p>Later slides look at the famous image of the Blitz milkman created by the government to raise morale. The notes give you all the context you need.</p>	<p>To check that they have grasped this a neat product would be to ask them to create a short caption for the photograph in Smart Task 2 that might appear in a school textbook explaining what is meant by censorship and propaganda.</p>

		<p>Pupils to apply their knowledge of censorship and to grasp why has it has been staged for a particular purpose.</p>		
<p>6 What was VE day really like?</p> <p>Hold a VE Day for Parents at the end of the unit</p>   <p>society empire monarchy war</p>	<p>Pupils can describe how VE Day was typically celebrated. *They are aware that some families had mixed emotions. *They can explain why depictions of VE Day parties might vary.</p>	<p>Outstanding Lesson on the website describes all the activities in details including Dear Producer.</p>	<p>KQ6 PowerPoint http://www.keystagehist.org.co.uk/keystage-2/what-was-ve-day-really-like-advising-the-film-producer-2/</p> <p>For short films and photographs of VE day parties across the country look at http://www.movinghistory.ac.uk/homefront/themes/victory1945.html</p>	<p>Written explanation in answer to key question</p>

7 Home study task How were individual families living on the Home Front affected by the war?



society



empire



monarchy



war

Great section on Imperial War Museum site which contains PowerPoint of 1940s house <http://www.iwm.org.uk/learning/resource/the-1940s-house>

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Diaries should be full of authentic period detail and not just thoughts that might apply to wartime anywhere at any time. They should be building on their work on the previous key questions. It is better to have half a dozen high quality dated entries rather than many which are vague and don't reflect changes during the war.

