

Entry Point: Dilemma/Question/Spark

Goodnight Mister Tom text

What was it like for children during WW2?

Impact (Assessment Criteria/NC Objectives)

Post tasks-

Chronological Understanding
 Use dates and historical terms accurately in describing events
 Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
 Identify periods of rapid change in history and contrast them with times of relatively little change (comparing topics already learned in KS2)
 Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line

Historical Enquiry
 Consider ways of checking the accuracy of interpretations (fact or fiction and opinion)
 Recognise primary and secondary sources use a range of sources to find out about an aspect of time past
 Bring knowledge gathered from several sources together in a fluent account
 Summarise the main events from a specific period in history, explaining the order in which key events happened

A
 Pupils have a wide ranging knowledge about historical events, from local history to world history
 Access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
 Be aware that different evidence will lead to different conclusions
 Have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.

Vocabulary
 Understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation, monarch etc.
 Use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.
 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)

Wider curriculum Objectives

Art: Take digital photos, thinking about angle, light, position and distance.
 -Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, and direction of sunlight, movement and perspective. (e.g. WW2 silhouette pictures) Henry Moore Artwork and history of art.

Computing: Communication—understanding computer networks and the internet.
 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Music: Create rhythmic patterns with awareness of timbre etc. To combine melody, rhythm and chords.

MFL: See Raeburn planning scheme

R.E: Christianity/Islam/Big Ideas

D&T: Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests (Structures) Record their evaluations using drawings with labels (Structures)

Science: Light and electricity

Raeburn Citizenship Links



Responsibility: Responsibility in leadership
Respect: Showing respect for other people's opinions. Remembrance study (poetry)
Kindness: Evacuation process and every person contributing towards the war effort.
Curiosity: Researching various aspects of life during WW2.
Resilience: Looking at the resilience of evacuees through our class book
Positivity: Life during The Blitz and the UK media response to The Blitz—video

Vocabulary Tier 2 and 3

Blitz, blackout, evacuee, invasion, allies, axis, propaganda, rationing, Holocaust, Hitler, Churchill, gestapo, concentration camps, Nazi, V.E Day, Luftwaffe, Blitzkrieg

KS2

Key curriculum driver

History

War and Conflict

Texts across the curriculum

Goodnight Mister Tom
 A range of texts relating to World War 2.

Intent (Knowledge/NC links) - Key Questions

- Which countries were involved in WW2 and which side were they on?
- Why was World War 2 one of the biggest military conflicts in history?
- In what order did major events happen during 1939-1945?
- Was Hitler a good leader?
- What happened to children during the war?
- What was it like to be evacuated?
- How did the Blitz affect the people of Britain?
- If Hitler had won the war, how might our lives be different today?
- Do you think rationing would be a good idea today to prevent hunger in the world?
- What are the lasting effects of World War 1 and 2 on people today?

Implementation (including cross-curricular links and enrichment activities)

POTENTIAL LOCAL LINKS AND ENRICHMENT	LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS
Stockport Air Raid shelter trip- South Wirral POW camp. Liverpool Docks—bombed during blitz. World War two day in school as evacuees	Research Axis and Allied factions during the war and analyse the coverage of countries in Europe during 1939-1945 Write letters in role as evacuees. Pose the argument: Was Hitler a good leader? Should food be rationed today? Create a biography of Hitler to understand the impact they had on society. Find out about the cause and effect of WW2. Use a range of primary and secondary sources to sequence the events leading up to WW2. Look at a range of propaganda from allies and axis. Use a range of sources to evaluate the significance of both World War 1 and World War 2. Draw a timeline of significant events to show where WW2 fits into wider British history. Explain the effects, causes and consequences for women and children during WW2. Explain the effects of rationing on society and link with how it may affect society today. Analyse, evaluate and conclude the effects of the war time measures such as rationing, evacuation etc.
Golden Threads:	
Innovation — Wartime technology: defences, weaponry, tactics.	
Beliefs — political ideology	
Social Structure —democracy, dictatorship, evacuation, rationing	

- Know that WW2 had a significant impact on how we live today.
- To be able to explain about key events during ww2 using a timeline.
- To be able to empathise with what life was like for women, children and soldiers in ww2.
- To understand the impact of rationing on society.
- To understand the effects of the Holocaust.
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- To know the effects the Blitz had on our local areas.

Link sources and work out how conclusions were arrived at

Be aware that different evidence will lead to different conclusions

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