



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



Why did Hitler invade and what did it achieve?

Year 6 Autumn 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 6	Why did Hitler invade and what did it achieve?	Term: Autumn Term 1
<p>Context:</p> <p>This enquiry focuses on a significant turning point in British history beyond children's living memory. The learning revisits invasions previously studied and focuses on why World War Two and Hitler's invasion attempts were such key historic events. This study investigates the chronological order of key events and what made them significant. This topic is studied in the Autumn Term due to the Armistice anniversary taking place at this time. This topic also has a PSHE focus, as we consider the justifications for war from the Allied and Axis countries' perspective. Children will use sources of evidence from throughout the topic to consider whether these justifications were ethical or not. Ultimately, children will consider whether Hitler's invasion was successful.</p> <p>Prior Learning (Direct Pathway)</p> <ul style="list-style-type: none">• Know about previous invasions which have taken place (The Romans, Anglo Saxons, Vikings) and how their geographical location aided or hindered their invasion• Be able to locate key countries previously learnt, independently on a world map• Know what a human and a physical feature is• Understand geographical similarities and differences <p>History – Using sources as evidence Pupils understand that sources of evidence can be used to help us investigate questions which we have from the past. Pupils will consider the reliability of sources, especially those linked to propaganda at the time</p> <p>History – Sequencing events Children will be able to place WW2 within the chronology of previously studied key events. They will also be able to sequence the key events of WW2</p> <p>History – change over time</p> <ul style="list-style-type: none">• Pupils will consider changes which resulted from past events (Y5 know and understand the reasons why the Vikings left Scandinavia and settled in the UK, Y4 know the reasons why the Romans wanted to expand their empire) <p>History – Constructing the past Children will make links to prior learning about past invasions in history and look for links with their current learning</p>		
<p>Prior Learning (Indirect Pathway) Science – Light Y3 Children have previously learnt about light and this will feed into learning about blackouts and The Blitz</p>		

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Detailed historical study of the cause, development and ultimate culmination of World War 2 from Hitler's initial reign and invasion of Poland through to the D Day landings and VE Day and Hiroshima/Nagasaki. Children will consider the background behind Hitler's choices and what drove him to such actions. Children will also study impact caused by the war such as evacuation and a Study of Nazi ideology and the result of this, including the Holocaust. A geographical study will be conducted of countries engaged in the war, including the locations of key battles and where key invasions took place. Geographical skills will look at the different climates and conditions that battles took place, including the South Pacific. Children will end by looking at what was ultimately achieved by the war, both positively and negatively.

Enquiry Question

Why did Hitler invade and what did it achieve?

Content on Direct Pathway

Children will initially read and discuss Rose Blanche and discuss the initial excitement and then fear that she experiences. They will then look at aspects of war in the UK. They can research developments in weapons and machinery and why this may have been exciting to children.

The children will focus on why the war began and investigate Nazi ideology, including the use of concentration camps and the Holocaust, and why it was referred to as a world war. They will investigate how this war was different to its predecessors due to the advances in weaponry and machinery.

Children will find out about the key events of the war in chronological order and use this knowledge to create an app to present their work.

Non-fiction texts about WW2 to support both the history and geography aspects stated in the wider curriculum section above. Children will write reports and historical accounts of aspects of the war. There will also be instruction writing, as well as diary writing in the role of Rose Blanche.

Learning Showcase

To create an app with the purpose of informing people on the main events of WWII. This will be completed using Keynote on the iPad.

A paired parent and then class debate to decide what Hitler achieved by generating a war. This will be done via the discussion and answering of three key questions: What caused Hitler to invade other countries, resulting in war being declared? Was it ethical to try and achieve the 25 point plan that the Nazi party introduced? What do you think resulted in defeat for the Axis countries?

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Knowledge Narrative

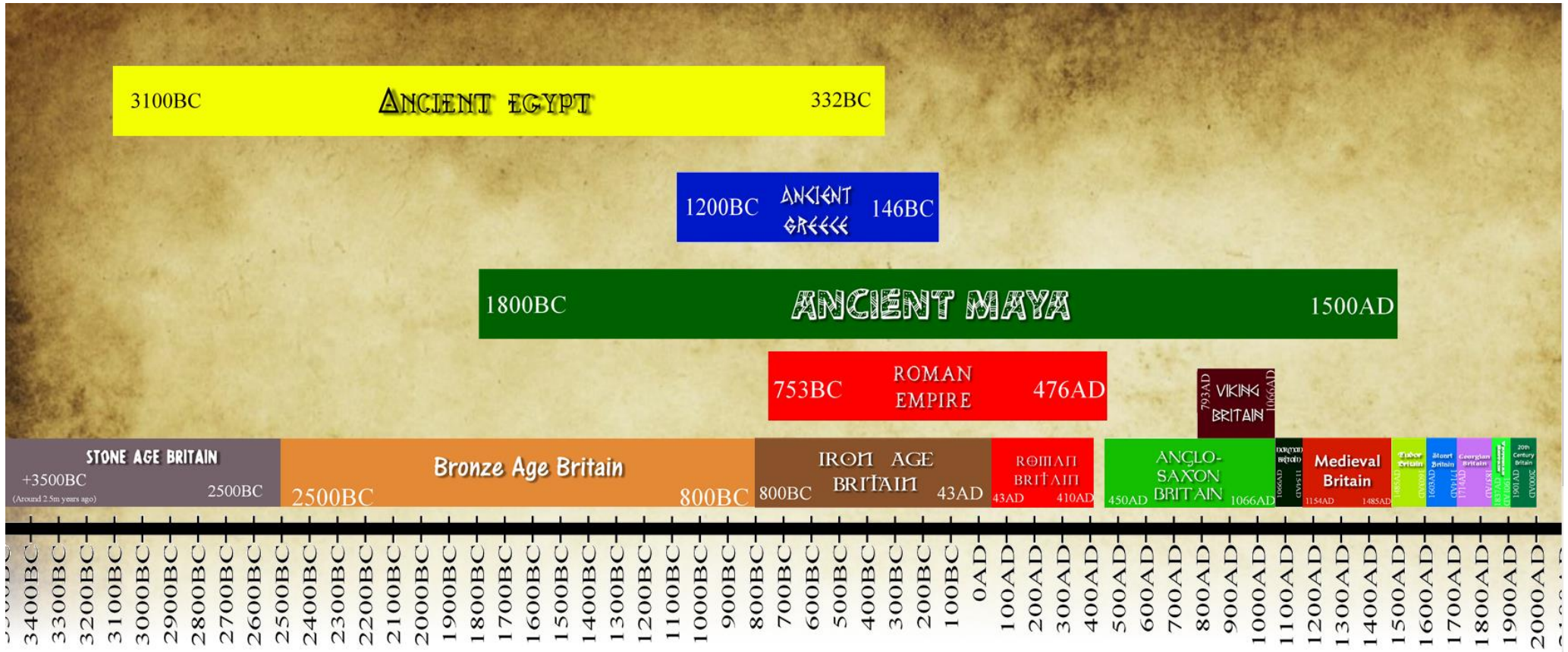
World War 2 was a battle between two groups of countries. Some countries remained neutral. Before WW2 began, Germany was ruled by a man named Adolf Hitler. The Treaty of Versailles blamed Germany for WW1. Hitler disagreed with this and ignored the treaty's terms. He then began to invade neighbouring countries in an attempt to expand the German empire.

Hitler successfully invaded many countries in mainland Europe but was never successful in the invasion of Britain.

Hitler's greatest achievement was the strengthening of allies in the fight against tyranny

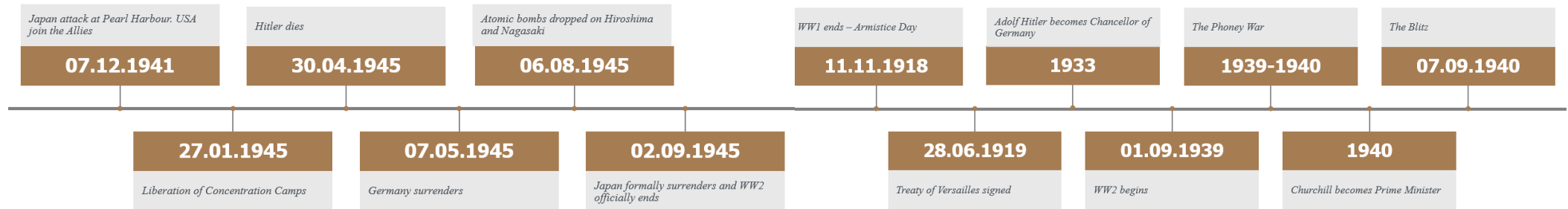
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Constructing the Past



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Sequencing the Past



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<u>Year Group:</u>	<u>Term:</u> Autumn 1
<u>Title:</u> Why did Hitler invade and what did it achieve?	<u>Key Focus:</u> History
<u>Project Enhancements:</u> <ul style="list-style-type: none">• The children will take part in a Virtual Reality experience	
<u>How can you help?</u> <p>At home, please could you continue to listen to your child read a minimum of three times a week and continue to revise. We would also like you to help your child to learn to tell the time and learn their times tables.</p> <p>We will be posting the grapheme list for our spellings each week. Please help your child to look at and rehearse these as well as looking out for them whilst reading.</p> <p>You could also:</p> <ul style="list-style-type: none">• Ask elderly relatives/neighbours about their experiences during war time.• Research an area of war that the children find interesting.• Make a model of a tank using recyclable materials.• Make a scale model of something to do with the war eg. air raid shelter, tank, ship, cardboard wedding cake.	

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Unit Title: Why did Hitler invade and what did it achieve?

History
Y6
Autumn 1

End Point - The aim of this unit is for pupils to:

Change (in and between periods)

To understand the change and development in weaponry including the race to the atomic bomb, tank design

To understand changes in law – Treaty of Versailles (1919), United Nations Charter (1945)

To know the impacts of social, political, economic and technological changes as a result of the war

To be able to place WW2 into a timeline of wider history knowledge

Cause and effect (including key aspects such as invasion)

To consider the impact of previous invasions: Romans, Anglo Saxons and Vikings and links between these. Consider whether they were ultimately successful or not.

Know about advancements in weaponry as a result of war

To know reasons for WW2, linking to WW1, and Hitler's vision for Germany

Significance

To know the reasons why Hitler is a significant figure in world history

To know what made WW2 a significant event

Be able to interpret and evaluate what happened from differing points of view

End of unit outcome:

Children create a Keynote app prototype of the key events of WW2

Children will take part in a debate which considers the Enquiry question

- What caused Hitler to invade other countries, resulting in war being declared?
- Was it ethical to try and achieve the 25 point plan that the Nazi party introduced?
- What do you think resulted in defeat for the Axis countries?

Links:

Text – Rose Blanche

Geography – Children will know the location of key countries involved in WW2

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Prior Learning:

- Children can articulate the reasons why the Romans invaded Britain and the legacy they left behind and what was successful about the invasion
- The Vikings wanted to have access to more natural resources, precious metals and to be able to settle in new fertile lands where they could farm and bring up their families. This is the key reason behind them exploring, raiding and settling in new locations such as the UK

Key Aspects of the Unit:

Skills:



Knowledge:



Concepts (end points):



Key Historical Knowledge:

- To understand Nazi ideology and its impact on the world
- To learn about the reasons for the Treaty of Versailles and its impact
- To know about innovations in weapons and machinery
- To understand why Hitler is such an important historical figure
- To know about the key events (battles) which took place during WW2
- To understand the impact and scale of evacuation in Britain
- To understand why Anne Frank is such an important historical figure
- To understand the need for rationing and how this helped in the war effort
- To have knowledge of the significance of Concentration Camps, the Holocaust and the liberation of the Concentration Camps
- To know the final outcome of WW2 and the repercussions of war as a result

Historical Skills:

Sources as evidence

- Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture.

Constructing the past

- Pupils will use secondary sources to develop an understanding of Britain in the 1940s

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Vocabulary	
Axis	Countries which fought on the German side (including: Italy, Germany, Japan (1939-1941))
Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))
Nazi	Member of the German political group which came to power in 1933
Evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones
Evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Blitz	A series of bombing raids on the UK
Propaganda	Controlling news media (such as radio) to depict the war effort
Holocaust	Murder of Jews and other groups of people by the Nazis
Concentration Camp	A place where adults and children are held as prisoners for political reasons.

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Unit Title: Why did Hitler invade and what did it achieve?

Y6
Autumn 1

End points - The aim of this unit is for pupils to:

- Know the location of Axis, Allied and Neutral countries and their geographical significance
- Understand why Hitler invaded countries in a specific order based on their geographical location
- Understand that this was a World War by recognising the global distribution of the countries involved

End of unit assessment task:

- Children can identify on a map the key countries involved in WW2. They will be able to explain why, geographically, Britain was so hard for Hitler to invade and other countries much easier

Links:

Text – ‘Rose Blanche’

British Parliament and how a Prime Minister is elected – links to School Council elections and British Value of democracy

History – ‘ Why did Hitler invade and what did it achieve?’

Prior Learning:

- Know about previous invasions which have taken place (The Romans, Anglo Saxons, Vikings) and how their geographical location aided or hindered their invasion
- Be able to locate key countries previously learnt, independently on a world map
- Know what a human and a physical feature is
- Understand geographical similarities and differences

Key Aspects of the Unit:



Map and atlas work/Fieldwork and investigation





Location



Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

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	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics.

Key Knowledge:

- Locate the countries of Europe on a world map
- Identify the equator, the tropics of Capricorn and Cancer and lines of latitude and longitude and how they influence climate and types of warfare
- Identify physical and human features which meant that the countryside was safer during evacuation
- To understand what constitutes human features and why these became targets during WW2
- To name and locate the location of key battles during WW2
- To identify the major cities of England where evacuation took place and be able to identify the governments reasons for choosing them
- To hypothesise reasons why Hitler invaded countries in the specific order he chose
- To understand the geographical reasons why Britain was harder to invade
- To understand the reasons behind places changing names e.g. Czechoslovakia

Geographical Skills:

Mapping:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use symbols and a key with confidence, Use/recognise atlas symbols
- Confidently recognise a broad range of features on a range of scale maps
- Confidently use a range of themed maps
- Internet map sites

Fieldwork:

- Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results
- Evaluate own observations, compare them with others and draw conclusions
- Apply age-appropriate Maths knowledge to understanding of Geography

Vocabulary

atlas	A book of maps
climate	The general weather conditions that are typical
coastal	An area of land close to the sea

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continent	A very large area of land that consists of many countries such, as Europe
country	An area of land that is controlled by its own government
county	A region of Britain or Ireland which has its own local government
desert	A large area of land, usually in a hot region, where there is almost no water, rain, trees or plants (vegetation)
jungle	Densely vegetated area with thick forest and plants, typically in the tropics
equator	An imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole
jungle	Densely vegetated area with thick forest and plants, typically in the tropics
equator	An imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole
Tropics	Tropical region around the equator
harbour	A sheltered port where boats can be left safely
landscape	Everything you can see when you look across an area of land including hills, trees, buildings, rivers and plants
map	A drawing of a particular area such as a city, country or continent
port	A harbour area where ships load and unload goods or passengers
rural	Places that are far away from large towns or cities
topographical	The physical features of an area of land, for example its hills, valleys and rivers
urban	Belonging to, or relating to, a town or city

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SUBJECT: SCIENCE			
Subject Specific Vocabulary		Declarative Knowledge	Aspect
Word	Definition		
Physics	Learning about movement, forces and magnets and their effect.	<ul style="list-style-type: none"> • Light travels in straight lines. • Objects are seen because they give out or reflect light into the eye. • We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Shadows have the same shape as the objects that cast them. 	Physics
light source	Light, or illumination, is a form of energy that travels in waves, like sound. You can find different sources of light, such as a candle or the Sun.		
concave	It is a lens that curves inwards and reflects light differently as a result.		
convex	It is a lens that curves outwards and reflects light differently as a result.		
lens	A lens is a curved piece of glass or plastic designed to refract light in a specific way.	Procedural Knowledge	
opaque (recap)	Opaque objects do not allow light to pass through them. In most cases creating a shadow.	<ul style="list-style-type: none"> • Conducting investigations to explore theories and ideas in order to prove or disprove them 	
translucent (recap)	Transparent materials allow some light to pass through, but the light is scattered so objects behind cannot be seen clearly.		
transparent (recap)	Transparent materials allow light to pass through so that objects behind can be seen clearly.		

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Spiritual

Discuss how people fought for and supported war based on their belief of what was right or wrong, rather than their faith

Social

Learn about social class during WW2 and how the experience of those from differing social classes might have been different or similar. Also, consider the adjustments due to separation. Learn about the role of women during WW2 and how this changed over time.

Be kind and REAP the rewards

The children will consider individuals, families and countries who were forced into a war which they didn't want, and empathise with the impact of this on their daily lives in the short and long term.

Moral

Was Hitler right to kill so many because of what he believed was right? Were his army right to follow their orders even if they didn't agree with all his decision?

Cultural

The role of propaganda and how it became much more dependent on mass media post war. Television was known to be more powerful than radio.

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British Values through EDC

Democracy	The children will learn the difference between a dictatorship and a democracy and how this impacted on the decisions made by the varying countries involved in WW2 and the impact of their leadership.
The Rule of Law	Children will discuss the legislation introduced during WW2 to support the war effort as well as agreements made between countries such as 'The treaty of Versailles'.
Individual Liberty	We will consider the individual liberties, which were or were not granted to those during the war, dependent on where individuals lived, their faith and beliefs as well as restrictions on personal freedom at the time.
Mutual Respect &Tolerance	Children will be expected to show each other respect through their speaking and listening skills as well as through their actions. Children will consider the differences in how the Jews, in particular, were treated at this time and will discuss why we try to be tolerant of differences in the world today.