

Rose Wood Academy: Enquiry Driven Learning Overview

Prior learning (direct pathway)

- use of sources of evidence from the past as well as understanding the concepts of change (innovation) and what led to the change (Cause and effect)
- concepts of cause and effect and change and significance
- develop chronologically secure knowledge and understanding of British, local and world history
- studying significant leaders of change from the past

Prior learning (indirect pathway)

- Map and atlas work linked to location and place knowledge
- Latitude, longitude, Tropics of Capricorn and Cancer, northern and southern hemisphere and how a country's location affects climate.

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. Study of Nazi ideology and the result of this including the Holocaust.

A geographical study of the countries engaged in the war including the locations of the 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.

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.

Enquiry Question

Is death the only consequence of war?

Enquiry Outcomes

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

A class debate to decide what the consequences of war are. The children will use the knowledge they have gained throughout the topic to form a well-constructed viewpoint, backed up by evidence.

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| <u>Year Group:</u> Year 6 | <u>Term:</u> Autumn 1 |
| Title: Is death the only consequence of war? | Key Focus : History |
| Project Enhancements: The children will either visit Leeds Armouries Museum or take the train to Goathland and experience what it would have been like to have been evacuated. | |
| <u>How can you help?</u> 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. You could also: <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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| Subject Specific Vocabulary | | Key Knowledge |
|-----------------------------|--|---|
| Word | Definition | |
| Axis | Countries which fought on the German side (including: Italy, Germany, Japan (1939-1941)) | <ul style="list-style-type: none"> World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Poland. Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun. |
| Allies | Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945)) | <ul style="list-style-type: none"> During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR. |
| Nazi | Member of the German political group which came to power in 1933 | <ul style="list-style-type: none"> Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race – and to the Nazi party, this excluded certain groups such as Jews, Gypsies and those with physical and mental disabilities. |
| Evacuation | Organised movement of children and the vulnerable from towns and cities to safe zones | <ul style="list-style-type: none"> The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society. |
| Evacuee | Someone who was evacuated, moved from a danger area to a safer place. | <ul style="list-style-type: none"> Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side. |
| Blitz | A series of bombing raids on the UK | <ul style="list-style-type: none"> The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended |
| Propaganda | Controlling news media (such as radio) to depict the war effort | <ul style="list-style-type: none"> Children were evacuated from at risk locations to rural areas of Britain. Some evacuations were very stressful and some were very successful |
| Holocaust | Murder of Jews and other groups of people by the Nazis | <ul style="list-style-type: none"> The Battle of Britain and the Blitz including air raids and the impact of the Blitz on life in the city |
| Concentration Camp | A place where adults and children are held as prisoners for political reasons. | <ul style="list-style-type: none"> Innovation during the war including the invention of radar and advances in weaponry |

History Skills:

Planning and carrying out a historical enquiry

Construct informed responses that involve thoughtful selection and organisation of information and accounts of WW2 from a range of sources from both perspectives to answer the enquiry question.

Using sources as evidence

Understand how our knowledge of the past is constructed from a range of sources looking at the different reasons and beliefs that resulted in the decision of nation to join the allies or the axis.

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|--|---|--|
| Word | Definition | |
| atlas | A book of maps | Locate the world's countries, using maps to focus on Europe. <i>The Focus will be looking at the location of the key countries involved in the war: Great Britain, Germany, France, Russia, Italy, Poland</i> and North America <i>The United States specifically and how the US forces engaged with the war and where they travelled to including the South Pacific and Japan and</i> , key physical and human characteristics, countries and major cities (<i>London, Leeds, Berlin, Paris, Washington DC/Moscow/</i> |
| climate | The general weather conditions that are typical | |
| coastal | An area of land close to the sea | |
| 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 | |
| Tropics | Tropical region around the equator | |
| harbour | A sheltered port where boats can be left safely | Name and locate counties and cities in the UK. Study cities that were affected by the Blitz and where there was evacuation, including London, Manchester, Belfast, Liverpool and Glasgow. Look at the counties and the countryside locations that received evacuees including Kent, Yorkshire, |
| human features | Features of land that have been impacted by human activity | |
| landscape | Everything you can see when you look across an area of land including hills, trees, buildings, rivers and plants | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn when looking at the countries involved in the war across the globe and the conditions the soldiers will have experienced. |
| map | A drawing of a particular area such as a city, country or continent | |
| physical features | Natural features of land | |
| port | A harbour area where ships load and unload goods or passengers | Understand similarities and differences through the study of human and physical geography of region of the United Kingdom (London) , a region in a European country (Northern France) |
| 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 | |
| Geography Skills: | | |
| <ul style="list-style-type: none"> Children will get the chance to apply the following skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features | | |

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Music

Learn, practise and perform songs from WW2 (Charanga)

Art

Paintings: Silhouettes of war

Computing

E Safety and creating an app using Keynote