

Year 9 – Term 5 - WW2 and its aftermath

This unit moves into the events of the Second World War – building on the students’ knowledge from Key Stage 2, whilst exploring a range of areas typically not covered in primary history class. It allows for practice of key GCSE skills and a deepening of knowledge and understanding of events and different interpretations of them. It then moves to discuss the division of Europe through the Cold War and modern questions of justification for a range of actions.

| | <u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc) | <u>Vocabulary – Daily Retrieval/Teach for memory</u> | <u>Activities/Assessment (to including the metacognitive/learning verb)</u> | <u>Homework/Literacy Map</u> |
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| <u>KG/s Analyse Chamberlain’s appeasement policy</u> Lesson 1 and 2? Holocaust memorial HW due | The policy of Appeasement has long been debated as a cause of WW2 – if Hitler had been challenged/stopped earlier would he have been content, or would that have caused war earlier? This lesson allows students to analyse the arguments and justify decisions made Feeds on from WW2 and Hitler’s characteristics - Term 4. Feeds forward to events in WW2 such as the bombing campaigns in lesson 4 and Dresden in Lesson 7. Feeds forward to British actions such as Dunkirk - Lesson 3. Feeds forward to GCSE Germany – Hitler in power, Goering’s 4 year plan and policies of Lebensraum. | Appeasement Aggressive Policies Prevention Abhorrence Avoidance Expansion Lebensraum | Students discuss initial thoughts about who they feel is to blame for WW2 Define key terms Reading on key facts about Hitler and Chamberlain’s roles and appeasement Watch youtube clips and answer the questions on Chamberlain and Hitler see task sheet Pupils collect evidence to show that Hitler wanted war from the start and Chamberlain allowed Hitler to be aggressive- place in the chart/write down Choose the most important actions – what did Britain do that was ‘the worst’? What was the worst thing that Hitler did during this time? Pupils answer Who was more to blame for WW2 using the criteria to help them aim for/exceed their target grade MARKED WORK As a class pupils decide who was more to blame for WWII Hitler or Chamberlain https://www.youtube.com/watch?v=ZOrx1WqgmUU | |
| <u>KG/s Evaluate whether Dunkirk was a</u> | Students will have studied aspects of WW2 in their KS2 curriculum. They will have covered topics such as the Blitz | Blitzkrieg Maginot line Invasion | https://www.youtube.com/watch?v=ZOrx1WqgmUU | Create a newspaper article on Dunkirk – |

Vocab Bank

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| <u>victory or a disaster for the British</u> Lesson 3 | and the Evacuation of children in the war. This builds on those ideas, it examines the propaganda associated with the defeat of Dunkirk, and the British interpretation that turned it into a victory for morale. Feeds on from WW2 and Hitler's characteristics - Term 4. Feeds on from Lesson 1/2 Appeasement. Feeds forward to events in WW2 such as the bombing campaigns - Lesson 4. Feeds forward to GCSE Germany – Hitler in power, Goering's 4 year plan and policies of Lebensraum | Retreat Operation Dynamo British Expeditionary Forces Luftwaffe Artillery Abandoned Heroism Propaganda Veteran | What happened at Dunkirk – explain how this could have been a huge disaster for Britain a few months into the war if majority of troops had not been saved. Show original footage (https://www.youtube.com/watch?v=HdAaZFpxdLM) How does this footage compare with the sources in the PEACE AND WAR textbook? Imagine an interview with a Dunkirk veteran Plenary - How do you think Churchill (the British PM) and the government wanted people to view Dunkirk – as a victory or a disaster? How could they achieve their aims? | either as a success or a failure Include the following features: - A suitable headline & sub heading - In your first paragraph answer the 5 'wh' questions - In the development use bias to describe the build up to Dunkirk and the evacuation itself - Add any other features, e.g. contemporary ads, references to other articles, prices to give the front page and authentic look Give 2 weeks |
| <u>KG/ Analyse and relate details of the Battle of Britain</u> Lesson 4 | Students will have studied aspects of WW2 in their KS2 curriculum. They will have covered topics such as the Blitz and the Evacuation of children in the war. This builds on those ideas, it examines the Battle of Britain, and the developments in technology that allowed the war to change from the stalemate of WW1 into a move active war again in the skies over Britain Feeds on from KS2 knowledge of WW2 Feeds back to WW2 and Hitler's characteristics - Term 4. | Blitzkrieg Bombardment Aerial attacks Dogfights Invasion Operation Sealion Propaganda Motivational Luftwaffe | Why was it harder to invade Britain than France? – Feed to idea that we are an island Teacher explanation – listen to Winston Churchill speak about Battle of Britain <u>Clip 1 – Their finest hour</u> <u>Clip 2 – We shall fight on the beaches ...we shall never surrender</u> <ol style="list-style-type: none"> 1. What is Churchill's attitude toward Hitler and his invasion plans? 2. How important is 'The Battle of Britain' Peer Learning In pairs pupils read through cards and choose those which answer the question – How did Britain win and for ranking activity | |

Vocab Bank

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| | <p>Feeds on from Lessons 1 and 2 - Appeasement</p> <p>Feeds on from Term 2 – ‘weapons of the trenches’.</p> <p>Feeds forward to assessed task on the Battle of Britain - Lesson 5.</p> <p>Feeds forward to Dresden - Lesson 7</p> <p>Feeds forward to GCSE Germany – Hitler in power, Goering’s 4-year plan and policies of Lebensraum.</p> <p>Feeds forward to D-Day and the importance of the RAF in this.</p> | | <p>Extension – pupils write up explained answer to question – How did Britain Win? (add information about Winston Churchill’s speeches in answer)</p> | |
| <p><u>KG/s Justify opinions to an ASSESSED Question</u></p> <p>Lesson 5</p> | <p>This lesson ensures students can practice their Genre Writing for the GCSE skills. This lesson examines the Battle of Britain, and the developments in technology that allowed the war to change from the stalemate of WW1 into a move active war again in the skies over Britain</p> <p>Feeds on from KS2 knowledge of WW2</p> <p>Feeds on from WW2 and Hitler’s characteristics - Term 4.</p> <p>Feeds on from Lessons 1 and 2 – Appeasement.</p> <p>Feeds on from Term 2 – weapons of the trenches.</p> <p>Feeds on from knowledge of Battle of Britain - Lesson 5.</p> <p>Feeds forward to Dresden - Lesson 7.</p> <p>Feeds forward to GCSE Germany – Hitler in power, Goering’s 4-year plan and policies of Lebensraum.</p> <p>Feeds forward to D-Day and the importance of the RAF in this</p> | <p>Blitzkrieg</p> <p>Bombardment</p> <p>Arial attacks</p> <p>Dogfights</p> <p>Invasion</p> <p>Operation Sealion</p> <p>Propaganda</p> <p>Motivational</p> <p>Luftwaffe</p> | <p>Sort the cards from last lesson into RADAR important, British Planes or British Pilots.</p> <p>There are writing frames and planning grids available</p> <p>Give AT LEAST 30 minutes to answer the assessment.</p> <p>Please aim to mark the assessment and return to students in one – two lessons. MARKED SOOT WORK</p> | |

Vocab Bank

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| <p><u>KG/s Describe the events and judge the success of the D-Day landings</u></p> <p>Lesson 6</p> <p>Dunkirk HW due</p> | <p>Students will have studied aspects of WW2 in their KS2 curriculum. They will have covered topics such as the Blitz and the Evacuation of children in the war. This builds on those ideas, it examines the D-Day landings, when the war's direction turned, and Britain began to attack again rather than defend</p> <p>Feeds on from KS2 knowledge of WW2.</p> <p>Feeds on from WW2 and Hitler's characteristics - Term 4.</p> <p>Feeds on from Lessons 1 and 2 – Appeasement.</p> <p>Feeds on from Term 2 – weapons of the trenches.</p> <p>Feeds on from Dunkirk in - Lesson 4.</p> <p>Feeds forward to GCSE Germany – Hitler in power, Goering's 4-year plan and policies of Lebensraum.</p> | <p>Amphibious invasion</p> <p>Bravery</p> <p>Terrified</p> <p>Evacuation</p> <p>Pacific</p> <p>Overlord</p> <p>Rescued</p> <p>Artillery</p> <p>Luftwaffe</p> <p>Misinformation</p> <p>Advancing army</p> <p>Artificial harbour</p> <p>Flail tank</p> <p>Bobbin carpet layer</p> <p>Duplex Drive</p> | <p>DIN – matching task</p> <p>Discuss quote and watch arrival and start of beach scene from Saving Private Ryan – stress to students that this is a dramatization for a film!</p> <p>https://www.youtube.com/watch?v=xqcSY770aYA</p> <p>Overview of events</p> <p>Answer qus – what problems did the allied forces face?</p> <p>What was the artificial harbour called? How would it help?</p> <p>https://www.youtube.com/watch?v=HONl6wFVaF4</p> <p>Saving Private Ryan (1998) - Omaha Beach Scene - Part. 4/4</p> <p>Write a report on how d-day went</p> | <p>Herstory – research the role that women played as resistance fighters – such as in the French Resistance</p> <p>Give 2 weeks</p> |
| <p><u>KG/s Evaluate and Explain whether Dresden was a legitimate war target</u></p> <p>Lesson 7</p> | <p>Students will have studied aspects of WW2 in their KS2 curriculum. They will have covered topics such as the Blitz and the Evacuation of children in the war. Most of their prior learning will have focused on the War in Britain, and the impact for British citizens. This lesson demonstrates that the British were not innocent victims in the war – that we also attacked and that the “British Blitz experience” was also felt by German civilians</p> <p>Feeds on from Lessons 1 and 2 - Appeasement.</p> <p>Feeds on from Dunkirk in Lesson 4.</p> | <p>Dresden</p> <p><u>legitimate war target</u></p> <p>Portrayal</p> <p>Targets</p> <p>Propaganda</p> <p>Heroes</p> <p>Villains</p> <p>Engagement</p> <p>Destroying</p> <p>Casualties</p> <p>Civilians</p> <p>Military</p> | <p>Discuss – what makes a war target legitimate?</p> <p>Discuss – where is Dresden – you may need Page 197 Peace and War to support learning this lesson</p> <p>Discuss the two propaganda posters – who made each? What do they show? - Both on bombing Dresden – one by Britain, second by Germany</p> <p>Card-sort – identify civilian target Vs Military target</p> <p>MARKED WORK – scaffold on board for answering was Dresden a legitimate target</p> <p>Discuss if it was fair that the men who risked their lives to bomb Dresden never received medals</p> | |

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| | <p>Feeds on from Lessons 5 and 6 - Battle of Britain.</p> <p>Feeds on from KS2 knowledge of WW2.</p> <p>Feeds forward to GCSE Germany – Hitler in power, Goering's 4 year plan and policies of Lebensraum.</p> | | | |
| <p><u>KG/s Identify arguments for and against dropping of the atomic bomb</u></p> <p>Lesson 8</p> | <p>Students will have studied aspects of WW2 in their KS2 curriculum. They will have covered topics such as the Blitz and the Evacuation of children in the war. Most of their prior learning will have focused on the War in Britain, and the impact for British citizens. This lesson looks at how the war ended, not just in Europe, but in the world.</p> <p>Feeds on from Lessons 1 and 2 – Appeasement.</p> <p>Feeds on from Lessons 5 and 6 - Battle of Britain, and Dresden (Lesson 7).</p> <p>Feeds on from KS2 knowledge of WW2.</p> <p>Feeds forward to Lesson 9 – was the dropping of the bomb justified?</p> <p>Feeds forward to Term 6 and the Cold War.</p> | <p>Justification</p> <p>Casualties</p> <p>Kamikaze</p> <p>Suicide</p> <p>Determination</p> <p>Atomic reaction</p> <p>Nuclear fallout</p> <p>Fatalities</p> <p>Destruction</p> <p>Cold War</p> | <p>Brainstorm – what do you know about the only time that atomic weapons have been used in war? Which country do you think used the weapons?</p> <p>Then give background on the bomb and the choice being made</p> <p>Give students both argument – They must then decide which side they agree with and create arguments for these –</p> <p>P198 onward Peace and War Textbook may also help</p> | |
| <p><u>KGs: Justify whether the dropping of the atomic bomb justified?</u></p> <p>Lesson 9</p> | <p>Students will have studied aspects of WW2 in their KS2 curriculum. They will have covered topics such as the Blitz and the Evacuation of children in the war. Most of their prior learning will have focused on the War in Britain, and the impact for British citizens. This lesson looks at how the war ended, not just in Europe, but in the world. This lesson focuses on the morality of the</p> | <p>Justification</p> <p>Casualties</p> <p>Kamikaze</p> <p>Suicide</p> <p>Determination</p> <p>Atomic reaction</p> <p>Nuclear fallout</p> <p>Fatalities</p> <p>Destruction</p> <p>Cold War</p> | <p>Recap - You may want a brief class discussion on what a normal bomb does ie explodes, causes fire</p> <p>Show pupils film clip</p> <p>Pose questions</p> <p>What does an atomic bomb do?</p> <p>How destructive is an atomic bomb?</p> | |

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| <u>HER STORY</u> <u>HW Due</u> | <p>Atomic bomb, and the human cost of war.</p> <p>Feeds on from Lessons 1 and 2 – Appeasement.</p> <p>Feeds on from Lessons 5 and 6 - Battle of Britain, and Dresden (Lesson 7).</p> <p>Feeds on from KS2 knowledge of WW2.</p> <p>Feeds forwards to Lesson 9 – was the dropping of the bomb justified?</p> <p>Feeds forward to Term 6 and the Cold War.</p> | | <p>Preparation for debate – choose some pupils to present their work so far – then debate if the dropping was justified</p> <p>Facilitate a discussion on what reasons are justified – Feed back to Dresden lesson (the casualties would be high if they did not use it is the only justified reason)</p> <p>MARKED WORK PIECE</p> <p>Plenary – true or false quiz of facts</p> | |
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Vocab Bank