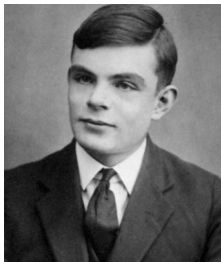


Power and leadership in WW2: impact and consequence...the good, the bad and the unjust

Overview and rationale:

World War Two, post, pre and during, is a defining period in world and British history and studying it gives our children the opportunity to critically analyse it's key players, their decision-making and the impact those decisions had on the resilient masses who got caught up in the politics. In this topic, teachers take the opportunity to discuss and debate with the children societal issues and ideologies that were prevalent in those times, with the far-right and fascist views of Hitler and Mussolini leading to the oppression of Jews and other races. Leadership, acquisition and the use of power played a defining role in WW2 and here the children build on their knowledge of leaders they've learnt about in previous topics and how people's beliefs have such tremendous implications on others' lives. Opportunities are taken in this topic for children to enhance their geographical and historical skills and knowledge through the lens of humanity's **respect, resilience and responsibility**, not only through obvious leaders but through the innovation and fortitude of less known heroes (such as Alan Turing, a local mathematician who J7 are named after!) and community togetherness, also drawing on local knowledge and impact. Learning will also focus on the geographical impact of the war on Britain and the empire and where if left Britain post-war. Teachers will draw on myriad historical, political and ideological contexts to evoke critical thinking among the pupils, opening debate on society's biggest questions and how inequality and prejudice has meant that subjugated groups in the past have had to fight for their rights across the world and in the UK...and how they still do. The children's whole class reading book is 'Hitler's Canary' which further evokes an empathy and a small understanding of the horrors of conflict and prejudice.



KNOWLEDGE (substantive)	
'Core'	'Additional'
1) I know that WW2 'officially' started in 1939 and ended in 1945.	a) I know what happened leading up to Britain joining the war and that it began because of Hitler's intent to invade Belgium and France - links to WWI and sanctions on Germany (I know who Neville Chamberlain was and what 'appeasement' means). b) I know that Churchill replaced Chamberlain when the country thought Chamberlain was showing weak leadership. c) I know that the war ended after the Battle of the Bulge when The Allies surrounded Berlin.
2) I know the allies were France, USA and Britain and the axis were Germany, Italy and Japan.	a) I can locate the countries from the Allies and 'The Axis of Evil' on a map and can discuss the physical and human geography of these countries. b) I know that the capital cities of Allied and Axis countries and those heavily involved in the war (Belgium, Poland, France). c) I know that the countries affected most by the war were Poland, Belgium and France. This was because they were occupied by force and physically destroyed by battles. d) I can discuss how the war impacted on the geography of the UK and how people lived and worked. e) I can discuss the impact of the war and the legacy left. f) I can talk about how the war impacted on the diversity of people in the UK. g) I can explain how places interconnected during the war and how this changed after the war.
3) I know that Hitler was the leader of the Nazi party and led Germany to war and persecuted those he saw as inferior (Jews, homosexuals, travellers, BAME) in concentration camps.	a) I can tell you about how Hitler's experience of WW1 shaped his vision for Germany (fascism, racism fear and propaganda). b) I can tell you how Hitler led and why people followed him. Links to Trump's 'Make America Great' Campaign and the Mexican wall etc. c) I can describe the traits of a Dictator and make links to other leaders (past and present) who show the same traits.
4) I know that Winston Churchill led Britain through the War.	a) I know that Churchill was not a popular figure in British politics as he was seen as stubborn and outspoken and didn't listen to reason. b) I know Churchill was torn between making a deal and talking to the Nazis and demanding war – the pressures came from different views in the British Government. c) I know that Churchill made tough decisions when it was needed – not to negotiate with Hitler, Dunkirk, Battle of Britain, D-Day landings.
5) I know that the fight against the Nazi party and the axes was fought by many different groups of people, including over 2.5 million Indian soldiers.	a) I can tell you how and why the Jewish people suffered during WW2. b) I can tell you how many different countries and the backgrounds of people fought for the Allies. c) I know that the war was fought all over the world – Europe, Africa, Asia, Russia, etc.
6) I can tell you that the war impacted Manchester and Urmston by...	a) ...Using local resources to fund the war effort – people, factories, metal railings, etc. b) I know that local areas were bombed in the Blitz to try to halt production of war materials. c) I know there was a POW camp in Davyhulme, holding Italian prisoners of War. Lack of railings around houses but evidence with metal stubs. Gap in-between house on Church Road due to bombings. Old Trafford stadium bombed – MUFC played games at Maine Road.

HISTORY		
CONCEPTS	LEARNING STATEMENTS	TIER 2 VOCABULARY
Chronology	I can continue to develop a chronologically secure knowledge of history. I can establish clear narratives within and across time periods studied.	periods of time, timeline, century, decade, chronological conventions (e.g. BC, BCE & CE/AD), chronological order, story of events within and across the time periods, changes
Causes and Consequences	I can identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference, relationships, legacy
Continuity and change	I can describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
Significance	I can identify historically significant people and events in situations.	significant events, significant people, leaders, invasion, war, conflict, changes, legacy, impact, influence
Historical evidence and interpretation	I understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, bias, anachronism, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid, objective, subjective, contrasting arguments, forming conclusions, reflection
Similarity, difference and diversity	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, legacy, race, religion, exploitation, subjugation

SKILLS		LEARNING STATEMENTS
Using Evidence	I can think critically, weigh evidence, sift arguments, develop perspective and judgement.	
	I can explain that the past can be represented or interpreted in many different ways.	
	I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.	
	I can evaluate and carefully select from a range of historical sources to find relevant historical information.	
	I consider different viewpoints or think about possible bias or anachronism.	
Historical Enquiry	I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.	
	I can answer and devise my own historically valid questions.	
	I make perceptive deductions about the reliability of sources.	
	I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.	
Communication	I can create my own structured accounts, including written narratives and analyses.	
	I can use key historical terms accurately (e.g. century, decade) in structured, informed, written responses or descriptions of the main features of past societies/periods.	
	I make pertinent and valid comparisons between periods.	
	I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative numbers, etc.	

TIER 3 VOCABULARY	
General	Modern British values, empire, propaganda, war, invasion, expansion, race, religion, subjugation, oppression, extremism, racism, economic, military, political, conquer, fascism, far right, community, soldier, prisoner, battle, economic depression, evacuation, evacuee
Topic Specific	allies, axis, Hitler, Chamberlain, Churchill, enigma, Turing, appeasement, Holocaust, Mussolini, ethnic cleansing, Jews, concentration camps, Auschwitz, Birkenau, German Iron Cross, George Cross, Victoria Cross, Star of David, gestapo, swastika, Nazi, Volunteer army (2.5m Indian troops), blitz, Luftwaffe, home front, gas mask, Anderson/Air raid shelter, Treaty of Versailles, Urmston memorial cross, bombing Stretford Road/Urmston Lane junction crater, Humphrey Park, Manchester, Christmas Blitz

GEOGRAPHY LEARNING STATEMENTS	
Fieldwork	I can use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.
	I can carry out a focused in-depth study, looking at issues and changes in the area.
	I can imagine how and why the area may change in future.
Using globes, maps and plans	I can use a globe and maps and some OS symbols on maps to name and locate UK counties and cities.
	I can use 1:10.000 and 1:25.000 Ordnance Survey maps.
	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	I can show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.
Map work skills	I know directions in my neighbourhood.
	I can understand and use 6 figure grid references to interpret OS maps.
	I can use the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.
Human and physical geography enquiry skills and communication	I can describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
	I can describe in detail types of settlement, land use and economic activity, including trade links.
	I can describe the distribution of natural resources including energy, food, minerals and water in the continents & countries I have studied.
Locational knowledge and Place knowledge	I can name and locate cities and counties of the UK
	I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features, including naming some UK hills, mountains and rivers or types of coasts.
	I can explain how aspects have changed over time.
	I can identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle & time zones (incl. day and night).
	I can understand key aspects of physical geography (e.g. climate zones, biomes and vegetation belts) of the area.

KEY GEOGRAPHICAL VOCABULARY AND CONCEPTS	
Human Geography	region, Europe, urban, rural, town, cities, country, county, economy, settlement, trade, population, infrastructure, globalisation, population, capital cities, language, religion, food and farming, natural resources, trade, city/country/continent
Physical Geography	mountains, rivers, oceans, seas, biomes, vegetation, natural resources
Map-based vocabulary	atlas, map, globe, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Greenwich Meantime
Tier 3 place and locational vocabulary	Europe, Berlin, London, Germany, Austria, Hungary, Italy, Soviet Union, UK, France, USA, , North Sea, English Channel, Urmston memorial cross, bombing Stretford Road/Urmston Lane junction crater, Humphrey Park, Manchester, Christmas Blitz, POW camp - Kingsway
Geographical concepts and tier 2 vocabulary	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact Environment (physical and human processes: topography, changes over time, natural resources, settlement Interconnections: significance, connections, links, interdependent, ecological, economic, trade, social, break down Environmental impact and sustainability: interaction – human and natural, responsible, natural resources, modified, damage, Earth, future Cultural awareness, diversity: lives, communities, disparity, inequality, cultural interests, similarities and differences, environmental resources

MUSIC

Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression - Maintain harmony in a song, singing confidently and accurately. 	<ul style="list-style-type: none"> - Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing a group. - Perform own part in a split part. - Evaluate different types of singing from different cultures and heritages and discuss their preferences. - Sing in unison, harmony and echo. - Demonstrate a good singing posture. - Follow a leader when singing. - Listen to each other and be aware of how you fit into the group. - Sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> - Know and confidently sing 5 songs (over the year) and their parts from memory, and to sing them with a strong internal pulse. - Know about the style of the songs so you can represent the feeling and context to your audience - Choose a song and be able to talk about: <ul style="list-style-type: none"> *Its main features *Singing in unison, the solo, lead vocal, backing vocals or rapping taking place *What the song is about and the meaning of the lyrics - Know and explain the importance of warming up your voice 	Notation, directing, harmony (singing higher or lower than the main melody), clear diction, pulse, vocals, posture, conductor, clarity of projection, echo

Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. -Play and perform music across a range of genres, styles and traditions Drums - Play parts from memory - Take the lead in a performance 	<ul style="list-style-type: none"> - Play a musical instrument with the correct technique within the context of the song. - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Lead a rehearsal session. - Communicate the meaning of the words and clearly articulate them. - Record the performance and compare it to a previous performance. - Discuss and talk musically about it – "What went well?" and "It would have been even better if...?" - Maintain own part in a harmony/play accurately with awareness of what others are playing. 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *Different ways of writing music down – e.g. staff notation, symbols *The instruments they might play or be played in a band or orchestra or by their friends *Performing is sharing music with an audience *Everything that will be performed must be planned and learned and is different for each occasion *How you must sing or rap the words clearly and play with confidence *How a performance can be a special occasion and involve an audience including of people you don't know *A performance involves communicating ideas, thoughts and feelings about the song/music 	names of instruments being played, quaver, crochet, minim, semibreve, rest, appraise

Creating and developing musical ideas (Improvisation and Composing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Use musical notations. -Use a variety of different musical devices in composition 	<ul style="list-style-type: none"> - Play and copy back using instruments. - Listen to and reflect upon the developing composition and make musical decisions - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). - Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. 	<ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> *Improvisation - is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - Know and be able to talk about: <ul style="list-style-type: none"> *A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Notation: recognise the connection between sound and symbol - Create music reflecting given intentions and record using standard notation. 	names of instruments being played, quaver, crochet, minim, semibreve, rest, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, combinations, pitch, layering sounds, musical elements, interrelated dimensions of music, Notation: pause, rest symbol,

Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Accurately recall a part of the music listened to. - The historical context of the songs. What else was going on at this time, musically and historically? - Evaluate how the venue, occasion and purpose affects the way a piece of music is created. 	<ul style="list-style-type: none"> - Identify and move to the pulse with ease. - Think about the message of songs. - Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - Use musical vocabulary confidently to describe music. - Talk about the musical dimensions working together in the songs. - Talk about the music and how it makes you feel, using musical language to describe the music. - Work out how harmonies are used. - Use the knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. - Refine and improve own/others' work. 	<ul style="list-style-type: none"> - Know five songs from memory (across the year), who sang or wrote them, when they were written and why? - Know the style of the songs and name other songs in those styles. - Choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> *The style indicators of the songs (musical characteristics that give the songs their style) *The lyrics: what the songs are about *Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) *Identify the structure of the songs (intro, verse, chorus etc.) *Name some of the instruments used in the songs - Know and talk about that fact that we each have a musical identity - Know how the other musical dimensions are sprinkled through songs and pieces of music. 	Musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, harmony, staccato, legato, crescendo, diminuendo, musical arrangements, percussion, echo

Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Use and understand musical notations - Develop an understanding of the history of music - Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Compare and contrast the impact that different composers from different times have had on people of that time. - Analyse features within different pieces of music 	<ul style="list-style-type: none"> - Copy back rhythms based on the words of the main song, that include syncopation/off beat - Copy back one-note riffs using simple and syncopated rhythm patterns - Lead the class by inventing rhythms for others to copy back - Use increased aural memory to recall sounds accurately. 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music *How to keep the internal pulse - Musical Leadership: create musical ideas for the group to copy or respond to - Use knowledge of musical dimensions to know how to best combine them. - Know and use standard musical notation to perform and record own music (adding dotted quavers). - Describe different purposes of music in history/other cultures. 	Compare contrast names of famous composers, leadership copy, respond, analyse, notation, musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, harmony, staccato, legato, crescendo, diminuendo, musical arrangements, percussion

Composers/Musicians/Artists/Styles

No wars can stop us singing (Sing Up)

Genre of the half term – Swing and Lindy Hop

ART AND DESIGN

Exploring and Developing

Exploring and developing ideas	Select and record from first-hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.
	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Adapt their work according to their views and describe how they might develop it further.
	Annotate work in sketchbook.

Drawing Using a Variety of Materials

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
-Develop ideas using different or mixed media, using a sketchbook. -Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space colour and shape.	-Use shading and perspective to create form and texture. -Observe the positions of people in action. -Develop ideas using different or mixed media. - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketchbook.	-Know that holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this. -Know that light can affect the appearance of people and objects from different directions. -Know that shadows add depth and dimension to drawn objects -Identify the differences between all drawing techniques and their appropriateness to the task and media e.g. hatching, crosshatching, contour hatching and stippling. -Discuss when it is suitable to choose a particular technique. -Identify the differences between pencil grades and select for effect when producing sketches. -Know that other media (charcoal, pastel, chalk) can be applied in a range of ways to create different effects (e.g. dashing, feathering, scumbling, blending, smudging)	Dashing, feathering, scumbling, embossing, angles, pressure, silhouette, depth, dimension, blending, movement, depth, shadow, hatching, crosshatching, contour hatching, stippling, smudging

Artist/Style/Activities

Henry Moore

Abstract art – wax crayons (Blitz)



School Value	Topic relevance: How/when/where/why is it needed?
Resilience	<ul style="list-style-type: none"> - People need resilience in spades during times of war and WW2 was no different. The resilience which people on the front line and on the home front needed to show in supporting each other was nothing short of heroic. - The resilience of those fighting and of everyone during the Battle of Britain is inspiring and the courage and determination to keep each other safe is something we can look to now. - The resilience shown by those in the intelligence community, developing strategies to figure out 'enigma' for example, shows us the importance of determination.
Respect	<ul style="list-style-type: none"> - We look back and have great respect for those people who wanted to make a difference in times of fear and uncertainty and those who stepped up when others' needed them most. The same can be said during any worrying times and is most recently shown through the Covid-19 pandemic. - We might ask the question whether Hitler was respected. By who was he respected? Why was this the case? Everyone has the right to be listened to as we realise that everyone has their own story to tell, from their own perspective. - We look back on aspects of WW2 with great sadness as we see the lack of respect that Nazi's gave Jews and many other races and religions when setting up and implementing concentration camps and the atrocities that happened in the holocaust. - We have huge respect for all races who fought in WW2 – the Indian army was the largest of the allied forces – 2.5 million Indian troops fought for the cause to defeat the Nazis. - We show our respect on Remembrance Day for those who lost their lives during WW1, WW2 and the sacrifices that people have made throughout the world and throughout history.
Responsibility	<ul style="list-style-type: none"> - Leaders took great responsibility during WW2, from all sides. Some led with integrity and bravery and some led through fear. How did people in power lead before, during and after WW2? Hitler? Chamberlain? Churchill? - Many people took responsibility for helping others during WW2 without any recognition and there are always people who take responsibility in times of uncertainty. Can you think of anyone who might not be famous but who stepped up to lead and to help make others' lives better when we need inspiring the most? (Sir Captain Tom Moore)
Happiness	<ul style="list-style-type: none"> - The happiness that people felt when the war was over must have been overwhelming and we celebrate this through VE day. Link to end of lockdowns.
Kindness	<ul style="list-style-type: none"> - There are many acts of kindness that were shown during the war, many of which we will never hear about. Sometimes it's the little things. Can you find out about any?
Pride	<ul style="list-style-type: none"> - Many people have a great pride and sense of patriotism for the UK and for our own nations. People in Great Britain follow 'British' Values and we follow our school values and we are proud of what we stand for. Our history and the things that our citizens have gone through and the values that they have shown, just like all nations, gives us great pride and inspire us to show these values ourselves.

Possible 'higher order' questioning	
Remember	Can you remember some key dates of WW2? When did Hitler first come to power? What were the allies and the axis powers?
Understand	Why did the German people follow Hitler? Why was he able to get away with so much?
Apply	Jews were subjugated, oppressed and ultimately tortured and killed. Throughout history, what other groups of people have suffered oppression and even slavery? Has Britain played a sinister part in this? Why does the world suffer with conflict? Why has this happened throughout history and continue to happen?
Analyse	What was it like to be a Jew in Nazi occupied Europe? Would you rather be a man or a woman in those eras? Why did the UK wait so long before getting involved and standing up to Hitler and the Nazis?
Evaluate	Churchill is a controversial character. What were his strengths and how would you criticise what he said and did at those times?
Create	If you were a world leader at the time, what would you do to make a difference? Can you create a political manifesto?

Possible Enrichment activities (including trips/visitors, etc)	Imperial War Museum
	Now Press Play – Blitz
	WW2 resource box
	Anne Frank Trust workshop
	Local walk to Memorial, cemetery, Stretford, Church Road

