

	<u>Working Towards</u>	<u>Working At</u>	<u>Greater Depth</u>
Timeline of all events/topics covered in previous years	I can place some previously covered topics and events on a historical timeline.	I can place previously covered topics and events on a historical timeline.	I can place previously covered topics and events on a historical timeline, and can identify key information from several topics.
Who caused WW2? Describe how the war began with reference to key dates and reasons	I am beginning to form my own opinion on the causes of WW2, and can suggest who I think is to blame, using some secondary sources to support my argument.	I can form my own opinion on the causes of WW2, using secondary sources to support my argument.	I can form my own opinion on the causes of WW2, using a range of secondary sources to support my argument.
Place key dates of the build-up and duration of World War Two on an individual timeline and the class timeline and be able to name one key event explaining its significance.	With partner support, I can place WW2 on a historical timeline and identify a significant event that occurred during this time-period.	I can place WW2 on a historical timeline and identify a significant event that occurred during this time-period.	I can place WW2 on a historical timeline and identify several significant events that occurred during this time-period.
What was the impact of war on everyday life? - Gas masks - Shelters Study artefacts of WWII such as a gas mask, helmet, shelters.	I understand that gas masks were issued to keep people safe. With partner support, I can contribute to making my own gas mask using my mathematical skills of measuring. With support, I can present my knowledge on the impact on life in Britain, including information about air-raid shelters.	I understand that gas masks were issued to keep people safe. I can make my own gas mask using my mathematical skills of measuring. I can present my knowledge on the impact on life in Britain, including information about air-raid shelters, in an informative style.	I understand that gas masks were issued to keep people safe. I can accurately make my own gas mask using my mathematical skills of measuring. I can present my knowledge on shelters, in an informative style and present my information in a clearly structured way.

<p>Why were people evacuated? Give reasons for these actions. How did this impact on the daily lives of those sent away?</p>	<p>I can explain that children were evacuated in Britain and can identify the areas of the country they were evacuated to on a map using 4 figure grid references.</p>	<p>I can explain why children were evacuated in Britain and can identify the areas of the country they were evacuated to on a map using 6 figure grid references.</p>	<p>I can explain why children were evacuated in Britain and can identify the areas of the country they were evacuated to on a map using 6 figure grid references with confidence.</p>
<p>Bombing in <i>GY</i> and UK. Map reading. Significance of Dock Tower Study the significance of Grimsby Docks</p>	<p>I can use my 4 figure grid reference map-reading skills to locate areas of bombing in Grimsby and throughout Britain. I recognise that Grimsby was bombed during WW2.</p>	<p>I can use my 6 figure grid reference map-reading skills to locate areas of bombing in Grimsby and throughout Britain. I can also discuss the significance of the dock tower in the bombing of Britain.</p>	<p>I can use my 6 figure grid reference map-reading skills to locate areas of bombing in Grimsby and throughout Britain with confidence. I can explain why the dock tower was significant in the bombing of Britain.</p>
<p>Butterfly bombs Identify and use different sources of information to gather evidence about the use of Butterfly bombs in Grimsby</p>	<p>I have a basic understanding of the Butterfly bomb in Grimsby and can write about it with support.</p>	<p>I understand the significance of the Butterfly bomb in Grimsby and can use my research skills to collect evidence about their use and produce a fact sheet.</p>	<p>I understand the significance of the Butterfly bomb in Grimsby and can talk about this with confidence. I can use my research skills to collect evidence about their use and produce a detailed fact sheet.</p>
<p>What is propaganda? How was it used during war time to inform or mislead people? Find examples of propaganda.</p>	<p>With support, I can explain propaganda and its effectiveness during war time. I can produce my own example of propaganda to show my understanding.</p>	<p>I can explain propaganda and its effectiveness during war time. I can produce my own example of propaganda to show my understanding.</p>	<p>I can confidently explain propaganda and its effectiveness during war time. I can produce my own example of propaganda to show my understanding.</p>

<p>Role of women. Identify or the role of women (working in factories and on engines)LINKS WITH GREEKS changed during war time. Suggest their own reasons for these changes and back up with reliable evidence.</p>	<p>I know that women needed to work during the war. With partner support, I can suggest why this happened and can use evidence to support my argument.</p>	<p>I understand how women were relied on during the war and how their roles changed over time. I can suggest my own reasons for the changes and support my argument with reliable evidence.</p>	<p>I understand how women were relied on during the war and how their roles changed over time. I can confidently suggest my own reasons for the changes and support my argument with numerous pieces of reliable evidence.</p>
<p>Impact on life today. What was the wider impact of war? Investigate the United Nations and why it was created. Describe how some changes during and after WWII affect life today such as the creation of the NHS or The United Nations (Link to Understand Chronology)</p>	<p>I recognise how the war has had an impact on me today.</p>	<p>I can consider the long-lasting impact of the war and can research how the war has had an impact on me today.</p>	<p>I can consider the long-lasting impact of the war and can research how the war has had an impact on me today, explaining the effect in detail.</p>

PREVIOUS LEARNING LINKS

- Trawlers Y3

- Cleethorpes Y2

Writing suggestions

Letter of **evacuation** written in role as a child from Grimsby sent to the countryside

Write a newspaper report of the trawlers on D-Day

Information about the use of shelters with key dates and facts organised appropriately to inform others (**Link to Interpreting the past**)

Organise information about Churchill or Hitler to inform others (**Link to build an Overview**)

In writing tasks use appropriate vocabulary such as **significant, propaganda, evacuation, influences, holocaust, declaration, legacies**