

	<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 <b>reference</b> 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 can name some events 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 <b>impact</b> of war on everyday life? - Rationing - Evacuation - Gas masks - Shelters Study <b>artefacts</b> 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. I know what rationing is. 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 explain why rationing was introduced. 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 explain why rationing was introduced. I can present my knowledge on shelters in an informative style and present my information in a clearly structured way.

<p>Why were people <b>evacuated</b>? 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>Butterfly bombs Identify and use different sources of information to gather <b>evidence</b> about the use of <b>Butterfly bombs</b> 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>Bombing in GY and UK. Map reading. Significance of Dock Tower Study the <b>significance</b> 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>Significance of the trawlers/local trawlermen Study the <b>significance</b> of Grimsby Docks and the Trawlers/Trawlermen on D-Day Identify <b>significant</b> people in World War Two Churchill, Hitler, local trawler men (<a href="#">Link to Y5</a>)</p>	<p>I know that Grimsby Trawlers/Trawlermen were involved in WW2, particularly as minesweepers and in the Dunkirk evacuations.</p>	<p>I understand the significance of the Grimsby docks and the Trawlers/Trawlermen, particularly their involvement as minesweepers and in the Dunkirk evacuations.</p>	<p>I understand the significance of the Grimsby docks and the Trawlers/Trawlermen, particularly their involvement as minesweepers and in the Dunkirk evacuations.</p>

<p>Propaganda What is propaganda? How was it used during war time to inform or mislead people? Find examples of <b>propaganda</b>. (<a href="#">Link to POR</a>) <b>ONE SLOGAN PER CLASS</b></p>	<p>I understand how propaganda is used and what it is used for, and I can contribute to the creation of my class propaganda campaign.</p>	<p>I understand how propaganda is used and what it is used for, and I can actively contribute to the creation of my class propaganda campaign.</p>	<p>I understand how propaganda is used and what it is used for, and I can actively and confidently contribute to the creation of my class propaganda campaign.</p>
<p>Role of women. Identify or the role of women (working in factories and on engines)<a href="#">LINKS WITH GREEKS</a> changed during war time. Suggest their own reasons for these changes and back up with <b>reliable evidence</b>.</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 <b>wider impact</b> of war? Investigate the <b>United Nations</b> 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 (<a href="#">Link to Understand Chronology</a>)</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**