

# Medium Term Plan for History

Y6 – WW2

Autumn 2

**Class Text:** Goodnight Mister Tom, Carrie's War – both about British evacuated children. I am David by Anne Holm – about a boy who escapes from a concentration camp.

**Hook:** Range of WW2 posters with a focus on the blackout e.g. Look out in the Blackout.

**Useful websites for sources:** <https://rarehistoricalphotos.com/london-milkman-1940/>

**Topic Reflection:** Hold very own VE day.

**Historical enquiry:** Who was evacuated? What was it like to be evacuated? Was the experience of WW2 the same for everyone?

**Historic Concepts:**

**Vocabulary**

**EYFS + KS1**

**KS2**

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence.

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- ✓ Settlement
- ✓ Migration

**Tier 1:** war, fight, argue, army, soldier, bomb, country

**Tier 2:** ally/allies, civilian, evacuee/evacuation, invasion, Jews/Jewish people/Judaism, propaganda, racism, ration, refugee

**Tier 3:** air raid, Anderson shelter, allied and axis powers, Blitz, concentration, camp, gas mask, Holocaust, Kristallnacht, Nazi party, Swastika, Fuhrer, Kindertransport

**Previous Skills**

Use sources of information to form testable hypotheses about the past.  
Seek out and analyse a wide range of evidence in order to justify claims about the past.  
Show an awareness of the concept of bias and how historians must understand the social context of

**Previous Knowledge**

The countries involved in WW2 on a world map including: the UK, France, The USA, France, Russia, Germany, Italy and Japan as well as recognising the landmass shapes of these countries.  
A developing knowledge and understanding of British, local and world history.

**Previous Understanding**

Understand the concepts of continuity and change over time, representing them on a time line.  
Understand that no single source of evidence gives the full answer to questions about the past.  
Begin to understand how interpretations of

evidence studied. Refine lines of enquiry as appropriate.				history might reflect the time period they were made in. Understand what is meant by the term bias.		
	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
<b>Lesson 1</b>	Interpretation and Diversity	To use a wide range of sources to create own interpretation of an event.	<p>Introduce children to 'zones of inference' (In the innermost zone next to the photograph, pupils write what they can see. Working outwards, in the next zone they write what they can deduce or work out. In the final outermost zones, they write any questions that still puzzle them and they would like to be able to answer</p> <p>Children to use a range of sources and interpretations to investigate what a blackout was, why and when.</p> <p>Establish the reason for the blackout.</p>	I can gather information from a wide range of sources and select which sources are most relevant.	I can infer what impact the blackout had on civilians.	See IEP/ My Plan/Birmingham Toolkit

<b>Lesson 2</b>	Chronology Significance Cause and Consequence	To create two concurrent timelines. To identify the key events that led to war.	Children will learn the sequence of events leading to the Second World War from both the British and German perspective. They will identify the key figures involved.	I can create timelines for both Britain and Germany. I can identify the key events which led to the war. I can explain the reasons why Britain went to war.	I can debate the reasons for and against the war.	<a href="#">See IEP/ My Plan/Birmingham Toolkit</a>
<b>Lesson 3</b>	Interpretation and Diversity	Develop an understanding of biased sources and interpretations.	Children to explore the use of propaganda and bias within the media at the time and the impact it had.	I can explain what propaganda is and why it was used during WW2 I can evaluate evidence in terms of propaganda and censorship.	I can outline the pros and cons of propaganda.	<a href="#">See IEP/ My Plan/Birmingham Toolkit</a>
<b>Lesson 4</b>	Interpretation and Diversity Cause and Consequence Migration	To compare, contrast and evaluate the experiences of an individual.	Children will explore why it was necessary for British children to be evacuated throughout the war, and what the experience of evacuation was really like.	I can explain what is meant by the term evacuation. I can explain why only certain children were evacuated. I can use sources and interpretations to infer and deduce what evacuation was really like for British children.	I can consider: Would the number of evacuees go up, or down, or stay the same, during the war?	<a href="#">See IEP/ My Plan/Birmingham Toolkit</a>
<b>Lesson 5</b>	Interpretation and Diversity Cause and Consequence Migration		The children will compare the experience of a British evacuee to that of Jewish child in Nazi-occupied Europe.	I can use sources and interpretations to infer and deduce what WW2 was like for Jewish children.	I can outline what it was like to be a Jew in WW2.	<a href="#">See IEP/ My Plan/Birmingham Toolkit</a>

				I can explain what is meant by the term Holocaust. I can compare the experience of a Jewish child in Nazi-occupied Europe, with that of a British child.		
<b>Lesson 6</b>	Continuity and Change	To explain the impact the war had on the UK.	Children will investigate the impact of WW2 on Britain. They will research and report back to their class.	I can say how WW2 impacted on day to day life in the UK. I can identify the long term impacts of WW2 on the UK.	I can explore which had a greater impact on Britain, WW2 or the Roman invasion?	See IEP/ My Plan/Birmingham Toolkit
<b>Endpoints:</b>	<p><b>Knowledge:</b></p> <p>World War II (often abbreviated to WWII or WW2), also known as the Second World War, was a global war that lasted from 1939 to 1945. The vast majority of the world's countries eventually formed two opposing sides: the Allies and the Axis.</p> <p>Allies included: Great Britain, France, Soviet Union, China and USA.</p> <p>Axis Powers included: Germany, Italy and Japan.</p> <p>Adolf Hitler was a German politician and leader of the Nazi Party. He rose to power as the chancellor of Germany in 1933 and then as leader (Führer) in 1934.</p> <p>Around six million Jewish people were murdered 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.</p> <p>France and England declared war on Germany after Adolf Hitler invaded Poland and the USA joined the war effort after the Japanese bombed the American fleet in Pearl Harbour, Hawaii, on December 7, 1941.</p> <p>Winston Churchill as the British Prime Minister from 1940-1945.</p> <p>Propaganda is a way of spreading ideas and influencing people. That it was used to raise the morale (happiness) of people at home and the forces fighting abroad, and to make the enemy seem more brutal.</p> <p><b>Skills:</b></p> <p>Use zones of inference.</p> <p>Use a wide range of sources to create their own interpretations of events.</p> <p>To compare, contrast and evaluate.</p>					

Create a timeline and identify significant events.  
Use a wide range of questioning.

**Understanding:**

That what it was like to live through WW2 very much depended on who you were.  
How Allies and the Axis used propaganda to shape public opinion.