

## Half term six

### World War II

#### Main Subject foci: History and Geography

**Learning outcome:** By the end of this scheme of work the children should be able to develop a chronologically secure knowledge and understanding of British and World history; Address historically valid questions about change, cause, similarity, difference and significance. They also should be able to locate the world's countries using maps to focus on Europe, concentrating on countries and major cities.

#### Geography Threshold concepts:

- **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

- **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques.

#### History Threshold concepts:

- **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past.

**Design and Technology Threshold concept:**

- **Master practical skill**

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).

**Hook**

The British Declaration of War

**Topic Showcase (e.g. display, museum, performance, presentation)**

Make do and mend and grow your own posters. Children will cook their own meal using rationed ingredients.

**Oracy:**

Children to use key vocabulary in persuasive speeches to other classes/parents about what their involvement in the war would have looked like and what they could have done to support the war effort.

**Key Vocabulary: declaration, Britain, Germany, Europe, Dunkirk, invasion, evacuee, rationing, victory, air raid, and Home Front.**

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

The Little Ships: The Heroic Rescue at Dunkirk in World War II - Louise Borden  
Goodnight Mr Tom - Michelle Magorian

## Citizenship/Community Opportunities:

**(Focus – change in attitude/increase knowledge and awareness/make a difference)**

Understand the role Bewdley played in the war and the significance in some of the buildings they see everyday in the town, such as the air raid shelter on the school grounds.

## Experiences/Visits/Visitors

Hartlebury Museum WW2 experience day

## Main Subjects covered:

Geography, History, Design and Technology

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure
<p>Sessions 1: WW2: How it began</p> <ul style="list-style-type: none"><li>To understand the events surrounding the outbreak of war and what this meant for children.</li></ul>	<ul style="list-style-type: none"><li><b>Investigate and interpret the past</b>  This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</li><li><b>Understand chronology</b>  This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</li></ul>	<ul style="list-style-type: none"><li>Use dates and terms to describe events.</li><li>Suggest causes and consequences of some of the main events and changes in history.</li><li>Use evidence to ask questions and find answer to questions about the past.</li></ul>	<ul style="list-style-type: none"><li>Introduce the topic by listening to the declaration of war from Neville Chamberlain.</li><li>Record key questions that the children would like to know the answer to.</li><li>Locate and identify the countries that were involved in the war on the map.</li></ul>

<p>Session 2: Gas masks and blackouts</p> <ul style="list-style-type: none"> <li>○ To learn about the precautions put in place to keep civilians safe at the start of WW2.</li> </ul>	<ul style="list-style-type: none"> <li>○ Build an overview of world history</li> </ul> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <ul style="list-style-type: none"> <li>○ <b>Investigate and interpret the past</b></li> </ul> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>○ Suggest suitable sources of evidence for historical enquiries.</li> <li>○ Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>○ Describe changes that have happened in the locality of the school throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>○ The children will experience what it would have been like during a blackout and the procedures that would have had to have taken in class.</li> <li>○ The children research gas masks to answer; What were they made from? Why were they used and who used them?</li> </ul>
<p>Session 3: Dunkirk and the Little Ships</p> <ul style="list-style-type: none"> <li>○ To develop an understanding of the events leading up to Dunkirk and the feelings of some of the people involved in the evacuation.</li> <li>○ To become familiar with the location of Dunkirk, in relation to the English Channel and the South Coast of England.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Investigate places</b></li> </ul> <p>This concept involves understanding the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>○ <b>Investigate and interpret the past</b></li> </ul> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology</li> </ul> </li> <li>○ Describe different accounts of a historical event, explaining some of the</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher to read the story, <i>The Little Ships: The Heroic Rescue at Dunkirk in World War II</i> - Louise Borden</li> <li>○ Using drama, children act out scenes from Dunkirk and depicting how people would feel during the events of Dunkirk.</li> </ul>

		reasons why the accounts may differ.	
<p>Session 4-5: Rationing</p> <ul style="list-style-type: none"> <li>○ To build a timeline of when resources were rationed during WW2 and to begin to consider how rationing might have affected families at home.</li> <li>○ To begin to understand that much of our food and many other resources are imported and why rationing was therefore important during WW2.</li> <li>○ To use the internet safely to research rationing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Investigate and interpret the past. This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</li> <li>○ Build an overview of world history. This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use evidence to ask questions and find answers to questions about the past.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand the reasons for the introduction of rationing during WW2.</li> <li>○ Consider and then research what rationing meant for people at home.</li> <li>○ Discuss the idea of 'make do and mend' and consider why that phrase was important to people, even after rationing had ended.</li> <li>○ Begin to consider the change in shopping habits and expectations of people in Britain.</li> <li>○ Create their own dig for victory poster, encouraging children to eat healthily by designing a character. "Doctor Carrot."</li> </ul>
<p>Session 6: Carrot Cookies!</p> <ul style="list-style-type: none"> <li>○ To prepare and cook a family meal using only rationed allowances and seasonal fruit or vegetables and to practise the skill of peeling a potato.</li> <li>○ To understand why most people on the home front, especially those</li> </ul>	<ul style="list-style-type: none"> <li>○ Build an overview of world history. This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</li> <li>○ Master practical skills This concept involves developing the skills needed to make high quality products (we have</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Prepare ingredients hygienically using appropriate utensils.</li> <li>○ Measure ingredients to the nearest gram accurately.</li> <li>○ Follow a recipe.</li> <li>○ Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul>	<ul style="list-style-type: none"> <li>○ Consider rationing of food during WWII and ways to counter it.</li> <li>○ Prepare and cook using limited range of ingredients.</li> <li>○ Begin to consider what impact the limitation of some food types may have had on the health of people on the Home Front.</li> </ul>

<p>who grew their own vegetables, had a surprisingly nutritional and healthy diet.</p>	<p>highlighted a range of skills but they may be added to or changed.</p>		
<p>Session 7: Evacuees</p> <ul style="list-style-type: none"> <li>○ To understand why evacuation happened in WW2 and where children were sent to live.</li> <li>○ To understand what life was like for evacuees living in the country and explore the emotions felt by evacuated children and their families.</li> </ul>	<ul style="list-style-type: none"> <li>○ Investigate and interpret the past. This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</li> <li>○ Build an overview of world history. This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</li> </ul>	<ul style="list-style-type: none"> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> <li>○ Describe changes that have happened in the locality of the school throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand why evacuation happened in WW2 and where children were sent to live.</li> <li>○ Understand what children were told to pack and how they prepared for life as an evacuee.</li> <li>○ Understand what life was like for evacuees living in the country and explore the emotions felt by evacuated children and their families.</li> <li>○ Children to pack their own suitcase with evacuee tags, ready for the children to be evacuated.</li> </ul>