

<u>Year Group:</u> <u>Year 6</u>	<u>Topic:</u> <u>History:</u> <u>WW2: How was Britain able to stand firm against the German threat?</u>	<u>Term:</u> <u>Autumn 1</u>	<u>Main Focus:</u> <u>History / Geography</u>
<u>Rationale For Topic</u> World War II had a major impact on Britain in the 1940's - Our school has an air raid shelter that the children and staff used to take shelter during air raids of Britain. They will visit the shelter to show that this area was at threat during World War II - children will learn the history surrounding the reason that this feature was needed in our school including the countries involved and the reasons they joined WW2.			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To understand why World War II happened. (History) - Timeline Of events) (Geography) - Identify involved countries on World Map) (Reading) for information / research)	- I am able to name the main countries involved in WW2. - I understand that Germany invading Poland was a 'final straw'. - I can explain why Britain and France joined the fight.	The children need to understand that World War II brought about a <u>change in Britain</u> 's place in Europe and that the relationships of countries involved changed. Summarise how Britain has had a major influence on world history - using a chronological timeline

2	LO: To understand why children were evacuated. (History - linking cause - reaction in historical events) (Geography - similarities / differences in human features)	- I am able to recognise differences between urban and rural settings. - I understand that German forces preferred to attack urban settings in order to achieve the most impact.	In this session the children will learn about the evacuees and how they were evacuated. It fits into the sequence after the previous lesson as a way to show how children were further safeguarded. Chn are to put themselves in another persons shoes looking at feelings and emotions of an evacuee child. Summarise how Britain has had a major influence on world history.
3	LO: To understand how a threat caused a temporary change to daily life in Britain. (History - comparing different historical periods)	- I know that Axis forces bombed Britain. - I know that air-raid shelters and Anderson Shelters were constructed - I am able to explain how these features were used to keep people safe.	In this session pupils will discuss, first of all, how the World War 2 warfare compared to earlier periods eg Middle Ages battles. They will then learn about strikes in the local community (eg On the night of 25th June, 1940 bombs were dropped at Daw End, and on the night of 25th August, 1940 the Public Works Department in Bloxwich Road was destroyed. In November of that year, one man was killed in Walsall, twelve people died in Willenhall, and a bomb fell on Pleck gasworks, which luckily did not explode.)
4	To understand what propaganda is. (History - explain their understanding of propaganda)	- I understand that propaganda is information that is used to influence the minds of a nation. - I understand that not all propaganda is true. - I am able to recognise propaganda posters used	During this session the chn will learn what propaganda is and how it contributed to so many people enrolling in the war efforts - it was so effective that many underage men signed up to fight. Children will recreate their own propaganda posters. It fits into the sequence after evacuation as evacuation could have been a contributing factor in some young men signing up - as they were moving away from their

		in WW2.	family anyway.
5	To write a diary entry (History - linking cause - reaction in historical events) (British Values - individual liberty - choices and the sanctions of actions) (PSHE- Feelings and emotions from others view point) (Writing Session)	- I understand what happened to children of the WW2 - I and express how the evacuees may have felt at the time - I understand how others actions may have consequences and rewards for society	During this session the children will recap the features of a diary entry - write the events of WW2 from the viewpoint of an evacuees whilst describing features of historical events and people from past societies and periods. This session is a writing focus - the children will produce a multi-entry diary
6	To use factual evidence from the text to support answers (History - Summarise the main events of WW2) (Reading - use evidence from the text to help justify their answers)	- I can remember the main events which took place in WW2. - I can give a point to the answer as well as providing evidence from the text and an explanation - I can give a balanced argument about the events of WW2.	Chn take part in reading activities in order to research and answer questions relating to the start of the Second World War. Chn will create a balanced argument on what should have been the real start date of the war. This session is a reading comprehensive focus - the children will summarise the main events using factual evidence.