



Term 5

Unit Overview: UKS2 History World War 2

Enquiry Question: What was the impact of World War 2 on people in our locality?

<p><u>National Curriculum Links:</u> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> ❖ Describe the sequence of periods on a timeline. ❖ Use language such as interval, duration, concurrent and interacted with a growing accuracy. ❖ Use the timeline in conjunction with other source material to explain answers in detail. <p><u>Source analysis and Interpretation</u></p> <ul style="list-style-type: none"> ❖ Extract information from various types of source (artefact, pictorial, written, historian's account) and interpret information from multiple sources into one conclusion. ❖ Identify limitations of different types of sources and compare them to form a more in-depth understanding. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> ❖ Pursue a line of enquiry, generate further questions that can deepen their understanding for various aspects of study. ❖ Make decisions over which available evidence provides the best support to an answer they are providing. ❖ Use modal verbs and other language to provide clarity over limitations of the available evidence. 	<p>World war 2: Explore the significance of the war for our local area and the impact on women.</p> <p><u>Substantive knowledge: Concepts</u></p> <ul style="list-style-type: none"> • Empire • Monarchy • Society • Community <p><u>Know that:</u></p> <ul style="list-style-type: none"> ❖ Adolf Hitler threatened European peace. ❖ There was a sequence of events leading up to the outbreak of war, not one single event. ❖ Down Ampney played a significant part in the events on D Day and that many Down Ampney men and women contributed to the war. ❖ The war affected those at home as well as those fighting. ❖ The significance of dangers people faced in both civilian and fighting contexts. ❖ Children were evacuated from areas at risk of bombing and that our local station was used for this purpose. ❖ Men and women had different roles during the War. ❖ Other countries across the world were involved and suffered high numbers of casualties. ❖ Know that soldiers from other parts of the world fought on the side of Great Britain and are still remembered today. ❖ Germany also faced bombing and casualties. ❖ Our knowledge of the impact of the war is constructed from a range of sources. ❖ Propaganda from both the British and German governments led to the myth of the glory of war. <p><u>Disciplinary Knowledge: Continuity and Change</u></p>	<p><u>Key Topic Vocabulary</u> Blitz, evacuee, evacuate, cities, Allies, Axis, West Indies, memorial, evidence, artefacts, Home Front, Resistance, significance, ammunition, parachute, munition, Kinder Transport, air raid, industrial, Luftwaffe, attack, siren, blackout, soldier</p> <p><u>Phonics / polysyllabic words</u> Appeasement / appease</p>		
		<table border="1"> <tr> <td data-bbox="1646 758 1892 1372"> <p><u>Key People</u> Winston Churchill Neville Chamberlain Adolf Hitler</p> <p>Vera Leigh Violette Szabo</p> <p>Henry Moore (artist)</p> </td> <td data-bbox="1892 758 2184 1372"> <p><u>Extended writing opportunities</u> Diary entry of an evacuee</p> <p>Non chronological report on the significance of the Blitz within World War Two.</p> </td> </tr> </table>	<p><u>Key People</u> Winston Churchill Neville Chamberlain Adolf Hitler</p> <p>Vera Leigh Violette Szabo</p> <p>Henry Moore (artist)</p>	<p><u>Extended writing opportunities</u> Diary entry of an evacuee</p> <p>Non chronological report on the significance of the Blitz within World War Two.</p>
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	<ul style="list-style-type: none"> ❖ Develop an understanding of: ❖ the significance of the Blitz and events leading up to it, ❖ similarities and differences between locations affected by the Blitz in their locality and comparable events experiences by Britain's enemies. • Answer historical questions, select and organise historical information. ❖ Develop a coherent narrative of the war including a British and world dimension. ❖ Select information from a range of historical sources. ❖ Understand links between Britain and the rest of the world. ❖ Use a range of sources to form a local perspective on the war. 		
<p>Learning Journey Questions</p> <p>How significant was the Blitz? Whose war was it? What was the impact of World War 2 on people in our locality? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain: Is this all we need to know about children in World War 2? How significant was the impact of World War 2 on women? What did men do in the War? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz?</p>	<p>Prior learning:</p> <p>EYFS: Develop an understanding of the past and present, present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>KS1: Brunel and the Victorian Period: Understand the significance of key people in the past. First Flight: How does evidence tell us about these events?</p> <p>LKS2: Pre-History and the Romans: What was the significance of these periods of History and how did life in Britain change. Expansion and Invasion during the Roman Empire.</p> <p>UKS2: Canals and Railways: What role did they play during key periods of History in our local area. Invaders and Settlers, Vikings</p> <p>British Values</p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. 	<p>Future learning</p> <ul style="list-style-type: none"> • Invaders and settlers in history: Anglo Saxons and Vikings: An understanding of why people migrate and take over land. • Canals and Railways: The significance of the Great Western Railway during World War 2. 	



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Reading opportunities

Marcia Williams, My Secret War Diary
Judith Kerr, When Hitler Stole Pink Rabbit
Tom Palmer, After the War
Tom Plamer, Arctic Star
Nina Bawdon, Carrie's War
Emma Carroll, Letters from the Lighthouse
Michael Morpurgo, Finding Alfie
Sally Deng, Skyward : the story of female pilots in WWII
Lucy Strange, Our Castle by the Sea
Lesley Parr, The valley of lost secrets
Michelle Magorian, Goodnight Mister Tom

- **Democracy:** Exploring what say people had in the events of World War Two and asking questions such as: Why is democracy important? What would it be like without it? Do we all get a 'say' in today's society? How did the events of World War Two lead to a more democratic society?

Christian Values

- **Courage:** Children will understand that the courage of made during World War Two has shaped the world we live in today.
- **Respect:** Children will understand the sacrifices made during World War Two and the importance of ongoing memorials of key dates and locations.
- **Trust:** Children will have a sense of enjoyment and fascination when learning about their ancestors and the role of the local area during World War Two. They will appreciate that sometimes trust is put into abstract ideas.