

Year 5/6 – World War II - The Home Front (w/ Local History) National Curriculum links: KS2 a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a significant turning point in British history, for example, the first railways or the Battle of Britain		School Threads Legacy Leadership Settlements Conflict
Prior Knowledge KS1 - Significant historical events, people and places in their own locality (Local History – Westcliff over time) - Events beyond living memory that are significant (Humber Bridge & Flight -Amy Johnson) LKS2 - Victorian Local History tied to Rowland Winn and Scunthorpe Steel	Key Vocabulary democracy civilisation settlements legacy architecture primary and secondary sources politics treaty propaganda censorship morale allies axis appeasement	Assessment Children will: - The Second World War spanned from 1939-1945, beginning when Germany invaded Poland, led by Adolf Hitler. - Know that the Hull Blitz had a significant impact on the area and the people living there due to the heavy bombing. - Understand that Hull was a target for German bombing due to it being an important port. - Know what propaganda is and that was used by Allies and Axis sides. - Understand what evacuation was, what it was like and why it was necessary for children. - Know that life changed for people in Britain during the war and after due to things such as rationing. - That women's roles changed during the war with men being away and they had to take on new jobs and responsibilities.

Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Understand how the actions of Hitler threatened European peace - Understand what is meant by the term 'appeasement' Explain why Chamberlain took the decision to go to war.	<u>Chronological understanding</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. <u>Cause and Consequence</u> How historians makes judgements about why an event occurred, or the consequences of an event	Why did Britain have to go to war in 1939? Look at Key Dates from around World War II – organise and scale these on a timeline. Events listed from 1918-1945 to help children understand the build up to the Second World War and the key events within it. 1914- Start of World War I 1918 – World War I ends 1933 – Adolf Hitler becomes leader of Germany 1936 – Germany signs treaties with Italy and Japan 1 September 1939 – Germany invades Poland 3 September 1939 – Britain declares war on Germany May – June 1940 – Germany begins 'Blitzkrieg' (lightning war) – The Blitz May 1940 – Winston Churchill becomes Prime Minister December 1941 – Japan bombs Pearl Harbour and America joins the Allies. September 1943 – Italy surrenders to the allies. 6 June 1944 – D-Day and the Normandy invasion. August 1944 – Paris is liberated from German control. 30 April 1945 – Hitler takes his own life.

		8 May – VE Day (Victory in Europe Day) August 1945 – America drops atomic bombs on Hiroshima and Nagasaki September 1945 – Japan surrenders. Pose the question: After the First World War was such a bloody and tragic event, why did Britain join another great war just over 20 years later? Look at 'appeasement' It was the way the British government dealt with Hitler's Germany before the Second World War. It is mostly associated with the British Prime Minister Neville Chamberlain. Hitler was allowed to take over areas of land in Europe, without a fight, in the hope that he would stop making any further demands. It is similar to giving way to a bully hoping he/she will go away. Go through Slides 'The Steps to War' from Key Stage History and look at the reasons for and against appeasement. Take a class vote like a Parliament – would we have voted for appeasement? Then ask children to explain their reasoning – encourage children to remember that Chamberlain did not have the benefit of hindsight and people really believed that so soon after WW1 no one would want to see another World War. Take photographs – record this and some of the children's views in floorbook – could perhaps use post it notes for chn to write down their reasons why they voted for or against.
Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Know that life changed for people in Britain during the war and after due to things such as rationing. - Pupils can describe a range of roles adults played on the Home Front which were unique to that time.	<u>Change and Continuity</u> How historians make judgements about the extent, nature or pace of change across time	How was Britain able to stand firm against the German threat? Standing firm against Germany Possible carousel/group work to share back to make a larger piece looking at how people in Britain resisted the German threat (link back to evacuation) How did daily life change for people during the war? Rationing Evacuation The Blitz Dig for Victory
Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Know that life	<u>Cause and consequence</u> How historians makes judgements about why an event occurred, or the	How was Britain able to stand firm against the German threat? The Home Front Roles that existed during the war.

changed for people in Britain during the war and after due to things such as rationing. Pupils can describe a range of roles adults played on the Home Front which were unique to that time.	consequences of an event	Possible carousel/group work to share back to make a larger piece looking at how people in Britain resisted the German threat (link back to evacuation) How did daily life change for people during the war? Gas masks and air raid shelters Home Guard Rationing Dig for Victory
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