Albrighton Primary School: History Unit Plan

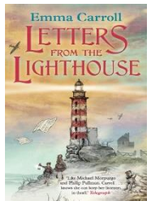
Year 5/6 History Spring Term: World War Two

Enquiry Question

The Blitz: All we need to know about World War Two?

About this unit

This unit explores the golden threads of 'conflict and conquest', 'equality and justice', 'hierarchy and power' and 'culture and civilizations'. Children extend their chronological knowledge beyond 1066 to explore why World War Two began and the impact on women, men and children in Britain. They study the impact of war in their locality: Albrighton, Oswestry, Coventry and wider Shropshire, and develop our British Value and Albrighton Value of Mutual Respect.

National Curriculum Objectives	'Sticky Knowledge' and Skills	Vocabulary
• A study of an aspect or theme that extends pupils' chronological knowledge beyond 1066: WW2. • Local history study	1. Know the timeline of events in the lead up and during World War Two. 2. Know who was involved in World War Two. 3. Know the impact of war on our locality. 4. Know how the War impacted different groups of people. 5. Know that the end of the war triggered social, political and economic change and the decline of the British Empire.	Propaganda, Blitz, air raid, conscription, evacuation, evacuee, Allies, Axis, Battle of Britain, Luftwaffe, Blitzkrieg, British Empire, concentration camps, Holocaust, Nazi Party, rationing, RAF.
Prior Learning	**Key Questions**	**Future Learning**
Year 1/2 Children learnt about the History of Flight including the first aeroplane flight and first RAF flight. **Year 3/4** Children learnt about the History of the RAF including its origins, roles, locations.	Lesson: 1. How did WW1 impact WW2? What do you know about Britain's involvement in wars in the past? 3. Why do you think Commonwealth countries contributions to the war have been forgotten? 4. Did all people have the same experience in the war in our locality? 5. Can you learn everything you need to know from one story? 6. Is evacuation all we need to know about children during the war? 7-8. What was the impact of war on women? Men? 9. How did the end of WW2 trigger social, political and economic change?	**Key Stage 3** • Ideas, political power, industry and empire: Britain 1745-1901. • Challenges to Britain, Europe and the wider world 1901 to the present day.
Key Texts	**Assessment Opportunities**	**Unit Outcome**
  	Can children: ✓ Understand and explain the key vocabulary? ✓ Explain the significance of the Blitz? ✓ Discuss who was involved in World War Two? ✓ Explain the impact of the war on Shropshire? ✓ Explain the impact of the war on women? Children? Men ✓ Discuss the consequences of World War Two for Britain? ✓ Share their learning from the unit in a clear and succinct way?	**The Blitz: All we need to know about World War Two?** Children create and deliver a presentation to answer the unit question, discussing whether there is more to learn about World War Two than the Blitz.

Learning Sequence	1	2	3	4	5
Key Learning	**When and why did World War Two happen?**	**How significant was the Blitz?**	**World War Two: Whose war?**	**What was the impact of World War Two on people in our locality?**	**How well does a fictional story tell us what it was like to be a child evacuee?**
Activity	Children place World War Two chronologically in time, using a timeline of previously learnt historical periods. They sequence events in the lead up to the War and discuss how WW1 impacted WW2.	Children analyse the causes of the Blitz and its wider context. They investigate the Blitz within the near locality (Coventry) and discuss why it was so significant and is still remembered.	Children investigate which countries were part of the Allies and the Axis. They then explore the contributions of Commonwealth countries in the war effort, racial disparities, and why they may have been forgotten.	Children visit Albrighton War Memorial and use the Commonwealth War Graves Commission to investigate where they were killed. They look at similarities and differences between people and their experiences in their locality.	Children read a fictional extract from 'Goodnight, Mister Tom', comparing it with evacuee experiences from Oswestry. They question whether one story can tell us everything we need to know.
Learning Sequence	6	7	8	9	
Key Learning	**Evacuee experiences: Is this all we need to know about children in World War Two?**	**How significant was the impact of World War Two on women?**	**What did men do in the War? Did all men have to fight?**	**What were the consequences of World War Two for Britain?**	
Activity	Children explore the similarities and differences in life for children in Britain and across the world during World War Two, with a focus on Jewish children and the Kindertransport.	Children use source material to investigate the roles of women in the War and how it inspired their fight for social change and equality.	Children investigate the roles of men during the War. They find out who didn't fight in the war, who were exempt and look at propaganda and conscientious objectors.	Children investigate the aftermath of World War Two with a focus on social, political and economic change. Children explore the decline of the British Empire and the 'wind of change'.	