

## Spring Term Overview YEAR 5/6 – History

Spring Term Book(s) – Goodnight Mister Tom		
Topic(s) – History: World War Two		Guide Time = 3 lessons (continued in term 2)
<b>Assessment:</b>	Final lesson (Term 2) will be an assessment of prior learning. Weekly VIP Quizzes. Continuous AfL used throughout each lesson.	<p><b>Very Important Points (VIPs):</b></p> <p><u>Lesson 1:</u> The war lasted six years and one day. WWII began on September 1 1939. WWII ended on September 2 1945. The war began when Germany invaded Poland. Great Britain declared war against Germany on September 3 1939. Germany was led by Adolf Hitler - the leader of the Nazi party.</p> <p><u>Lesson 2:</u> Germany was unhappy after WW1. Hitler gave Germany hope. The policy of appeasement only made Germany and Hitler bolder and braver. Germany invaded Poland. Britain felt they had to take action against Germany.</p> <p><u>Lesson 3&amp;4:</u> Churchill was the Prime Minister of Great Britain. Churchill was born on November 30th, 1874 in Oxfordshire, England. Churchill died on 24 January 1965 in London. Hitler was the dictator of Germany. Hitler was born April 20, 1889 in Braunau am Inn, Austria-Hungary. Hitler died April 30 1945 in Berlin, Germany.</p> <p><u>Lesson 5:</u></p>
<b>Links to prior learning (sequencing) and canon book</b>	<p>Goodnight Mister Tom – Michelle Magorian History – remembrance day links</p> <p><u>Pupils should use their prior LKS2, Year 5 and Autumn term knowledge to expand their learning:</u></p> <p>In English, students learned to create newspaper articles/reports, factfiles and setting/character descriptions. Their prior knowledge (such as the different features to include) will be strengthened by the extended consolidation writing tasks in history.</p> <p>Children should have already built up the skill to recognise similarities and differences over a period time and summarising key information (from History Autumn 1). Therefore, they will use this to enhance their understanding and research of the countries and leaders in WW2.</p> <p>Children have previously completed timeline and key events work (Greeks Autumn 1) and therefore can use this knowledge to help them with Lesson 1.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p><u>British Values</u> – Modern day democracy will be examined</p> <p><u>Science and Maths</u> – Electricity - was electricity used in the war? If so, how? Explore the use of blackouts in the war. Use of timelines and understanding the progression and dates of WWII. Compare the events of WWII and the prior events, which contributed to the beginning of the war.</p> <p><u>Art</u> – Henry Moore style sketching. Sketching from real life.</p>	

	<p><u>Geography</u> – Explore the map of invaded countries. Look at the borders of different countries.  <u>R.E.</u> – Other religions around the world. Compare religion and equality in World War Two and compare to now.        Make links between the similarities of Christianity and Judaism.</p> <p><u>Thematic Questions:</u>  <u>The World Around Us:</u>        How did World War Two change the world we live in today?        How do wars affect the lives of others around the world?  <u>World Beyond Us:</u>        How has this part of history influenced and impacted the world beyond us?  <u>Culture:</u>        Has the Second World War helped to create the multi-cultural society we live in today?  <u>Modern Britain:</u>        Are modern British leaders inspired by Churchill?        How is democracy used in Modern Britain today?        How did WW2 shape the Britain we live in today?  <u>Technology in Action:</u>        How did developments in technology change warfare during WW2?  <u>Healthy Body and Healthy Mind:</u>        What was Britain’s diet like during WW2?        How did rationing effect diet and health during WW2?</p>	<p>Evacuation was when children were sent from cities to the countryside during the war.        Evacuation was to try and keep the children safe.        Children were often sent to live with people they did not know.        The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941.        3.5 million children were evacuated.</p> <p><u>Lesson 6:</u>        People who follow the religion of Judaism, are called Jews (Jewish).        Hitler blamed the Jews for Germany losing the First World War and for the financial problems in Germany during the 1920s.        Prejudice against Jews is called antisemitism.        The Holocaust describes the killing of over six-million Jews before and during World War II.        Jewish people lived in fear during WWII.</p> <p><u>Fat Questions:</u></p> <ul style="list-style-type: none"> <li>• What would the world be like today if WW2 hadn't taken place?</li> <li>• How has WW2 changed our lives today?</li> <li>• Do you agree with the reasons made before and during WW2 by leaders and would these exact same decisions be made today?</li> </ul>
<p><b>Links to future learning</b></p>	<p>The topic of Modern Britain and WW2 taught in the spring term will build on the learning from autumn term studying Ancient Greece and inform the summer planning of the Bronze Stone and Iron Age's, the History planning is progressive, with some areas being revisited such as key events, timelines, fact and opinion and factfiles about key people. Pupils will gain an understanding of Modern Britain and the role of WW2 in creating the Britain we live in today.</p> <p><u>This will further aid their learning in secondary education:</u>        History: WW2 and modern Britain KS3        English: Literature from the 20th Century        Geography: Political alliances across Europe, borders and evasions.        Drama: Empathy for characters, role playing key events.</p>	

<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	This topic will give pupils a greater understanding of the Britain we live in today, the importance of democracy and British Values.	
--	--	--

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1 (Lesson 1)  The key events that have happened in World War Two on a timeline.	To sequence key events of World War Two	NC – to study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – World War Two  Place current study on timeline in relation to other studies.  Know and sequence key events of time studied.	Adolf Hitler Chamberlain Churchill Allies Nazi	<b>GD:</b> Can create their own timeline rather than use the template. They do not have dates given on their template, so they must work it out themselves. Y6 – <u>may</u> want to research the different events on an iPad instead of using the information around the room. They could be given 1 event to explore in detail and feedback to the rest of the class, populating their timeline this way.  <b>SEND:</b> Timeline template given with dates on it.	Marking the years on the correct increment.  Mixing facts from WW1 and WW2 countries involved in the war.  Not understanding chronology and how long-ago WW2 was in comparison to today.  Not being able to identify key events and explaining their significance in the war.	See planning slides on trust shared.  Pupils will first explore what they already know about WW2. Pupils to look at images and information to gain an understanding of what life was like before, during and after WW2. Use PowerPoint provided. Timeline cards also provided – Print 3x3 pages so cards are small.  Pupils to organise and order key event into a timeline on their tables. They will then copy the key events into their books. Pupils to discuss the events provided and decide if they think they are significant enough to be included on their timeline.  Year 6 to justify which events they are including and explain their significance. (templates may be provided down to teacher discretion) Alternative Task: children can research different events.  Deepen the moment Y5:

						<p>From the evidence you have gathered, which was the most important event of World War Two and why?</p> <p><u>Deepen the moment Y6:</u> Using the evidence, you have gathered, in your opinion, could the war have been prevented? Why?</p>
<p>Week 3 (Lesson 2)</p>	<p>To understand the build up to and outbreak of World War Two</p>	<p>NC – to study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – World War Two</p>	<p>Germany England Adolf Hitler Allies Nazi Appeasement Depression Treaty of Versailles.</p>	<p><u>GD:</u> Y5 – Create a ‘Breaking News’ bulletin paragraph</p> <p>Y6 – Create a ‘Breaking News’ news report in a script form with more detail</p> <p>Children are able to explain fully the pivotal points of the build-up to and break out of WW2.</p> <p><u>SEND:</u> Y5 – Complete the bulletin by adding key facts provided.</p> <p>Y6 – Create a ‘Breaking News’ news report in a script form with a template provided.</p> <p>Prompts provided based on the outbreak of the war. Visuals provided alongside this. Visuals provided for the build-up / break out of war.</p>	<p>Mixing facts from WW1 and WW2</p> <p>Countries involved in the war.</p> <p>Children cannot identify the most important aspects to the build-up / outbreak of WW2.</p>	<p>See planning slides on trust shared.</p> <p>Gather evidence – this could be done independently by pupils using ICT alternatively use links on slides. Watch videos and visit websites read information about the build up to WW2, what was happening in Germany? What was Britain’s point of view? Create a news bulletin for the outbreak for war from Britain’s point of view.</p> <p><u>Deepen the moment Y5:</u> Do you think Britain were right to declare war? Why?</p> <p><u>Deepen the moment Y6:</u> If war had not been declared by Britain, how would life be different now?</p>

				Children must write a brief explanation for the image.		
Week 5 (Lesson 3&4)	To compare Adolf Hitler and Winston Churchill	NC – to study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – World War Two	Germany England Adolf Hitler Nazi leadership, motivation, feelings, allies.	<p><u>GD:</u> Must justify their opinions on each of the leaders.</p> <p>Y6 – They must justify their opinions on each of the leaders using evidence.</p> <p>Children will recognise the impact these two leaders had on the War and our futures today. They can explain their impact on our lives today.</p> <p><u>SEND:</u> Information given to them to help to with their template.</p>	<p>Children do not know the two leaders and cannot explain their role in WW2.</p> <p>Children cannot explain their importance and how or why they are significant figures in history.</p>	<p>See planning slides on trust shared.</p> <p>To research the lives of Winston Churchill and Adolf Hitler. Children will gather key information about their lives and key event, thoughts and feelings, motivations and compare them to each other. Year 5 will produce a fact file for each leader Year 6 will compare and contrast the leaders in a piece of extended writing.</p> <p><u>Deepen the moment Y5:</u> “Churchill was a better leader than Hitler.” Do you agree? Why?</p> <p><u>Deepen the moment Y6:</u> ‘All people are equal, but some people are more equal than others.’ To what extent do you agree/disagree with the statement?</p>
Term 4 Week 1 (Lesson 5)	To understand the life of an evacuee and show empathy for their thoughts and feelings.	NC – to study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – World War Two	Evacuation, evacuee, blitz, bombing, empathy, thoughts, feelings	<p><u>GD</u> <u>Year 5</u> Show detailed understanding of thoughts and feelings of an evacuee</p> <p><u>Year 6</u> Show detailed understanding of thoughts</p>	<p>Children do not understand what an evacuee is.</p> <p>Children cannot explain why children were evacuated and why it wasn't from everywhere.</p>	<p>Pupils will be given a first-hand account of the life of an evacuee. (Grandad's letter) Pupils will also watch videos of children being evacuated. Class discussion around the idea of the idea of the evacuation and the blitz happening in London at the time discussing the thoughts and feelings of children.</p>

				<p>and feelings of an evacuee and their host family.</p> <p><u>SEND:</u> Information given to support them with a template. Visuals given for them to sequence the process / feelings to sort as to how they would feel at different points and leaving their family.</p> <p>Feelings / thoughts given as prompts for them to use in their writing.</p>	<p>Children cannot understand how an evacuee would feel.</p> <p>Children cannot identify the process of evacuation.</p>	<p>Year 5 to write an informal diary entry from the point of view of an evacuee, discussing their private experiences thoughts and feelings about evacuation.</p> <p>Year 6 to write a recount from differing points of view –an evacuee and their host family. What are their experiences, thoughts and feelings?</p> <p><u>Deepen the moment Y5:</u> "Evacuation allowed children of the war to experience new things." To what extent do you agree/disagree with the statement?</p> <p><u>Deepen the moment Y6:</u> "Evacuation was essential for the future of the UK." To what extent do you agree/disagree with the statement?</p>
<p>Term 4 Week 3 Lesson 6</p>	<p>To understand the life of a Jew in Nazi Germany.</p>	<p>NC – to study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – World War Two</p>	<p>Jew, Jewish, holocaust, concentration camp, persecution.</p>	<p><u>GD</u> <u>Year 5</u> Justify their responses using evidence from the sources.</p> <p><u>Year 6</u> Justify their responses using evidence from the sources.</p> <p><u>SEND:</u> Draw and label the items in their suitcase (A4 suitcase)</p>	<p>Pupils may think that there must be a reason why Jews were persecuted – pupils must understand that Jews were innocent.</p> <p>Children cannot explain the reasons why Jews were treated this way in Germany, in the eyes of Adolf Hitler.</p>	<p>Discuss life as a Jew in Nazi Germany. Children will gather and discuss information from a range of sources. Children will explore in more detail the life of Anne Frank and look at images of concentration camps.</p> <p>Year 5 will be given a suitcase to pack, draw in the items they would take with them as a fleeing Jew and annotate why.</p> <p>Year 6 will write in more detail about the items they are taking as a fleeing Jew and why. Explain, with evidence, as to what life was like as a Jew in Germany. Focus in on a specific event to explain or link back to Anne Frank and her life.</p> <p><u>Deepen the moment Y5:</u></p>

						<p>Why do you think ordinary Germans went along with the persecution of the Jewish people?</p> <p><u>Deepen the moment Y6:</u> How was the persecution of Jewish people similar to discrimination today?</p>
--	--	--	--	--	--	--

Context (big picture learning)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Link to resources: **Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > Spring – Goodnight Mister Tom > History**

Folder name: **Spring – Goodnight Mister Tom > History**

## VIPs:

WWII began on September 1st 1939.  
WWII ended on September 2nd 1945.  
The war began when Germany invaded Poland.  
Great Britain declared war against Germany on September 3rd 1939.  
Germany was led by Adolf Hitler - the leader of the Nazi party.  
The policy of appeasement only made Germany and Hitler bolder and braver.  
Germany invaded Poland.  
Churchill was the Prime Minister of Great Britain.  
Churchill was born on November 30th, 1874.  
Churchill died on 24 January 1965.  
Hitler was born April 20, 1889.  
Hitler died April 30 1945.  
Evacuation was when children were sent from cities to the countryside during the war.  
Evacuation was to try and keep the children safe.  
Children were often sent to live with people they did not know.  
The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941.  
3.5 million children were evacuated.  
People who follow the religion of Judaism are called Jews (Jewish).  
Hitler blamed the Jews for Germany losing the First World War and for the financial problems in Germany during the 1920s.  
Prejudice against Jews is called antisemitism.  
The Holocaust describes the killing of over six-million Jews before and during World War II.  
Jewish people lived in fear during WWII.

**Intent:** To understand the key events of World War two, the countries, leaders and their motivations. To learn through reasoning and questioning, to understand how World War two shape modern Britain.

## Fat Question:

- What would the world be like today without WW2?
- How did WW2 change our lives today?



## Key Vocabulary:

**Holocaust-** the killing of over six-million Jews before and during World War II.

**Antisemitism-** Prejudice against Jews.

**Evacuee-** a person who was evacuated during the war.

**Blitz** – Germany bombing campaign of UK IN 1940-1941

## Key Vocabulary:

**Nazi** – The **Nazi** Party, officially the National Socialist German Workers' Party was a far-right political party in Germany

**Allies-** The alliance of Britain, France, Russia and the USA in WW2.

**Axis-** The alliance of Germany, Italy and Japan in WW2.

**Treaty of Versailles-** The Treaty of Versailles was the most important of the peace treaties that brought World War I to an end. The Treaty ended the state of war between Germany and the Allied Powers.



## Key People:

**Winston Churchill-** Sir Winston Leonard Spencer Churchill, was a British statesman, army officer, and writer. He was Prime Minister of the United Kingdom from 1940 to 1945 during the Second World War, and again from 1951 to 1955. He was born 30 November 1874, Blenheim Palace and died 24 January 1965, Kensington.

**Adolf Hitler-** Adolf Hitler was a German politician and leader of the Nazi Party. He rose to power as the chancellor of Germany in 1933 and then as Führer in 1934. During his dictatorship from 1933 to 1945, he initiated World War II in Europe by invading Poland on 1 September 1939. He was born 20 April 1889, Braunau am Inn, Austria and died 30 April 1945, Berlin, Germany

**Neville Chamberlain-**Arthur Neville Chamberlain FRS was a British politician of the Conservative Party who served as Prime Minister of the United Kingdom from May 1937 to May 1940.

**Anne Frank-** Annelies Marie "Anne" Frank was a German-Dutch diarist of Jewish origin. One of the most discussed Jewish victims of the Holocaust, she gained fame posthumously with the publication of her diary. She was born 12 June 1929, Frankfurt, Germany and died February 1945, Stalag XI-C, Germany

