

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>The children will learn about the history leading up to the out-break of war They will investigate the countries that formed the two major alliances; the axis and the allies. They will use their geographical skills to locate these countries on globes and maps and consider. They will learn about the main leaders, focusing particularly on Adolf Hitler and Winston Churchill. The children will learn about the Blitz and the cities most affected, locating these on maps of the United Kingdom. They will investigate what life was like for different groups of people e.g. those who fought, those who stayed behind and children. The children will go onto to consider how conflict impacts of the lives of different people.</p>	<p>The children will know and understand the resistance and invasion Britain faced as a result of the Viking and Anglo-Saxon struggle for the Kingdom of England. The children will be able to gain further historical perspective by placing their growing knowledge of chronology and understanding of the connections between local, regional, national, and international history into different contexts.</p>	<p>In year 7 the children will learn about the struggle for power in medieval Britain before studying the civil war between the Tudors and Stuarts.</p>	<p>Axis Powers Allied Powers propaganda Blitz D-Day evacuee evacuation rationing air raid resistance propaganda</p>	<p>Germany Britain Adolf Hitler Winston Churchill Nazi Treaty of Versailles refugee civilians telegram</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		TIMELINE OF EVENTS	
<p>Chronology Pupils should understand key terminology when talking about the past and use common words and phrases relating to the passing of time.</p> <p>Pupils should be able to establish clear narratives within and across periods studied.</p> <p>Pupils should be able to note connections, contrasts and trends over time.</p> <p>Historical enquiry Pupils should be able to describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Pupils should be able to identify, give reasons and results of a for historical event.</p>	<p>Why was there an outbreak of war? Identify countries involved in the war using world maps and atlases. Identify world leaders and allies and axis power. Identify historically significant people and events</p> <p>Order early, key events of and leading up to World War II. Explain why World War II began. Establish clear narratives within and across periods studied. Describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Why was there a need for evacuation? Explain the evacuation scheme during WW2. Know when, where and why children were evacuated in World War II. Discuss and show an understanding of how the evacuations affected different individuals. Identify, give reasons and results of a for historical event. Construct informed responses by selecting and using relevant historical sources.</p> <p>What changes did households have to make to survive during the war? Devise and answer historically valid questions about the implementation of rationing. Explain how people adapted to deal with reduced product availability (dig for Britain). Describe and compare how people’s diets and household meals were different during World War II to meals today. Note connections, contrasts and trends over time.</p>		<p>1st September 1939 – Germany invades Poland.</p> <p>3rd September 1939 – Prime minister Neville Chamberline declares war on Germany as do Canada, Australia, France and South Africa.</p> <p>17th September 1939 – Russia invades Poland.</p> <p>9th April 1940 – Germany invaded Denmark and Norway.</p> <p>10th May 1940 – Winston Churchill becomes Prime Minister.</p> <p>12th May 1940 – Germany enters France.</p> <p>14th May 1940 – The home guard is formed.</p>	

<p>Pupils should understand how knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be able to construct informed responses by selecting and using relevant historical sources.</p> <p>Pupils should be able to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Pupils should be able to identify historically significant people and events.</p> <p>Historical interpretation Pupils should be able to understand that different versions of the past may exist, giving some reasons for this.</p> <p>Pupils should begin to evaluate and discuss how useful and reliable a historical source is.</p> <p>Vocabulary Pupils should be able to use key vocabulary linked to their specific topic.</p>	<p>Know what The Blitz was. Discuss and show an understanding of how The Blitz affected different individuals <i>Identify historically significant events and begin to discuss how significant they are</i> <i>Construct informed responses by selecting and using relevant historical sources.</i></p> <p>What workplace roles did women undertake in World War II? Research women’s wartime jobs and describe what they entailed in detail. Describe the importance and significance of the role of women during World War II. Know how the change in women’s jobs in WW2 has impacted on the lives of women today. <i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p> <p>Why is it so difficult to know what life was really like on the home front? Know what censorship and propaganda are. Discuss how and why these were used during World War II. <i>Explore a range of evidence to ascertain the historical value of sources.</i> <i>Understand that different versions of the past may exist, giving some reasons for this.</i> <i>Evaluate and discuss how useful and reliable a historical source is.</i></p> <p>What was the turning point of World War II? Identify the key events of the Battle of Britain. Know how the Battle of Britain changed the direction of World War II. <i>Identify, give reasons and results of a for historical event.</i> <i>Establish clear narratives within and across periods studied.</i></p> <p>What was VE day like? Research the events of VE day using different sources. Discuss how VE day was celebrated across the country (and allies’ countries) <i>Understand how knowledge of the past is constructed from a range of sources.</i> <i>Identify historically significant events and begin to discuss how significant they are</i></p> <p>How did World War II shape how we live today? Identify some of the ways World War II changed Britain. Discuss how those changes can still be seen today. <i>Describe and make links between main events, situations and changes within and across different periods/societies.</i> <i>Construct informed responses by selecting and using relevant historical sources.</i></p>	<p>27th May 1940 – 340,000 French and British troops are evacuated from Dunkirk.</p> <p>10th June 1940 – Italy declares war on Britain and France.</p> <p>22nd June 1940 – France surrenders to Germany.</p> <p>10th July 1940 – Battle of Britain begins.</p> <p>7th September 1940 – London Blitz begins.</p> <p>27th September 1940 – Japan joins Germany and Italy.</p> <p>7th December 1941 – Japanese attack Pearl Harbour.</p> <p>8th December 1941 – USA declares war on Japan.</p> <p>20th April 1943- Jews massacred by the Germans at the Warsaw Ghetto.</p> <p>16th December 1944 – The Battle of the Bulge.</p> <p>7th May 1945 – Germany surrenders.</p> <p>8th May 1945 – Britain celebrates VE day.</p> <p>2nd September 1945 – Japan surrenders. WWII is over.</p>
<p>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</p>		<p>BY THE END OF THIS UNIT...</p>

<p>English – Letters from the Lighthouse Wider Experience – WW2 visitor, Trip to War Museum Art - Sculpture, George Sigal & Elizabeth Berrian DT – Electrical systems, Morse code boxes</p>	<p>By the end of this unit, most children will be able to identify the main countries, world leaders and events of and leading up to World War II. They will understand and explain the importance of the evacuation scheme and show an understanding of how the evacuations affected different individuals. Through asking historically valid questions, children will understand the implementation of rationing and explain the purpose and effect of the Dig for Victory campaign. In analysing the impact of the war, most children will be able to describe the importance of the role of women. Most children will be able to identify the impacts on people and cities in the UK as a result of the Blitz and the Battle of Britain. Additionally, they will have knowledge of other major events in WW2 to build further chronology in their understanding.</p>
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