



Topic Title: We'll meet again

Year Group: 6

Academic Year: 2022-23

KS2 History Intent: The children will explore the events leading to the 'Battle of Britain' and understand changes that took place during World War II.

<p>Prior Historical Learning/Linked Topics:</p> <p>Have knowledge of WW1 from annual Remembrance Day events.</p>	<p>Literacy Links (including texts/media used):</p> <p>WRITING TO ENTERTAIN:</p> <p>Otto: The Autobiography of a Teddy Bear</p> <p>VIPERS</p> <p>Friend or Foe by Michael Morpurgo</p>	<p>Maths Links:</p> <p>Data collection: population</p> <p>Links to Foundation subjects:</p> <p>D&T – Textiles - waistcoats</p> <p>Geography – Europe and countries involved in the war</p> <p>Music – Songs of World War II</p> <p>Computing – Computer Systems and Networks: Bletchley Park</p>
<p>Historical Knowledge</p>		
<p>Area of study:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history: The Battle of Britain 		
<p>Historical Skills</p>		
<p>Historical Interpretation:</p> <ul style="list-style-type: none"> Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 	<p>Organisation and communication</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	



No Limits
To Learning!

<p>Chronological understanding</p> <ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain 	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe how some of the things studied from the past affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. 	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why did Britain have to go to war in 1939? • Why was it necessary for children to be evacuated? • What was the 'Battle of Britain'? • Why did Germany lose the Battle of Britain? • How was Britain able to stand firm against the German threat? • What was VE day really like? • What was the impact of war on life in other countries?
<p>Content:</p> <ul style="list-style-type: none"> • The children will share what they know or think they know about WW2 then pose some questions to answer through the unit. • Through research the children will understand the terms Allies and Axis and identify the countries involved in WW2. • 'Meet Anne Frank' and learn about her life through videos, pictures, and her diary. Write a letter to Anne Frank, sharing the personal impact of her diary • Using maps and playdoh the children will practically understand the events leading up to the Battle of Britain • Using a range of resources about the Battle of Britain, the children will research the roles of the RAF or Luftwaffe. The children will create a role-play from either point of view demonstrating the relevance of radar. • Explore the life of evacuees through 'Friend or Foe'. • The children will understand how people reacted at the end of the war in Europe and how the British celebrated on the Home Front. 	



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Key Vocabulary:

Primary source, secondary source, evidence, eye-witness, recount, map of Europe, chronological, timeline, artefacts

Allies, Axis, war, army, soldiers, liberate, siren, evacuee, evacuation, invaded, defence, allotment, blackout, shelter, ration, Victoria Cross, Spitfire, Messerschmitt, RAF, dog-fight, Luftwaffe, radar, air raid, VE Day, Home Front, gas mask, pilot, Nazi, Blitz, Star of David, Jew, swastika, Holocaust, prejudice, concentration camp, refugee

Neville Chamberlain, Winston Churchill, Adolf Hitler, Anne Frank

Stunning Start/Marvellous Middle/Fabulous Finish:

VE day celebration

OAA/Trips/Visits/Visitors:

Runnymede Air Force Memorial