

Year Group: 6	Term: Autumn 1	Topic: World War 2 and the Home Front
Historical strands		
War and Conflict; Civilisation and Technology		
NC Links		
An aspect of British History that extends children's knowledge beyond 1066; A local study		
Other Curriculum Links		
English - diaries / war poetry; Maths - code breaking; Geography - Europe; Art - war art		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a war correspondent (journalist) / historical fiction writer Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>In this unit, pupils will develop a good knowledge and understanding of the circumstances leading up to the start of WW2, how it developed and its effects, including key dates, people and events, using a wide range of relevant historical terms. Pupils will focus on the Home Front, looking in detail at how the war affected the everyday lives of people in Gateshead and the North-East. As well as demonstrating an understanding of chronology by sequencing events on a timeline, pupils will carry out their own research and identify and evaluate a range of primary and secondary sources.</p>		
Possible Visits/Visitors		
Beamish - WW2 workshop; Gateshead Archive (Library); Gateshead Cenotaph; That History Bloke; Box of Delights - Home Front / Evacuee's suitcase / Secret Bunker Challenge		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between WW1 and WW2 and / or everyday during WW2 and today / role and representation of women <p>Cause and Consequence</p> <ul style="list-style-type: none"> Knowledge and understanding of cause and effects of WW2 / changing role of women <p>Similarity and Difference - within a period / situation (diversity)</p> <ul style="list-style-type: none"> Knowledge and understanding of role / representation of women before and during WW2 <p>Significance - of events / people</p> <ul style="list-style-type: none"> Key events and figures of WW2 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map: what is history? Why study history? How do we know about history? What do we know about WW2? To know and understand the main causes of WW2 To identify the main countries and people involved in WW2 Describe key events of World War 2 - place up to 10 events on a timeline To describe and explain the main effects of WW2 To discuss and evaluate a range of historical sources, including propaganda - understand how this shaped people's ideas during wartime. 		

- To be able to understand and describe in detail some of the experiences of British people on the Home Front in World War 2 (e.g. Blitz, rationing, evacuees)

Year Group: 6

Term: Autumn 1

Topic: World War 2 and the Home Front

Essential skills to be covered and possible activities

Historical Knowledge and understanding

- Mind map: What is history? Why is it important to study history / history of WW2? How do we find out about history?
- Discuss, explore and explain the main causes of WW2
- Discuss, explore and describe the main countries / leaders involved in WW2
- Discuss, explore and explain the effects of WW2
- Make comparisons between WW1 and WW2 (e.g. sorting activity)
- Discuss, explore and describe the Home Front, including The Blitz, Evacuees, rationing
- Discuss, explore and describe the (changing) role / representations of women in WW2
- Explore different views of the war - including use of propaganda

Chronological understanding

- Explore chronology by using sheets of toilet paper to represent time. Place WW2 on a timeline in relation to other time periods studied in previous years
- Place up to ten events on a timeline

Historical vocabulary

- Explicitly teach relevant historical vocabulary. Use knowledge organiser
- Use appropriate historical vocabulary and terms in discussion and writing

Interpretations of history

- Identify a range of historical sources, e.g. photographs, oral accounts, diaries, paintings, images, objects, newspaper reports
- Consider how accurate and reliable different sources are: think about who created the source and why (distinguish between fact, fiction and opinion)
- Evaluate a range of sources in terms of what they can and cannot tell us about the past - to have an awareness that different evidence will lead to different conclusions
- Discuss propaganda - and how this was used during the war to influence people
- Use the library and the internet to research their own discussions / writing

Historical enquiry

- Recognise primary and secondary sources
- Use a range of sources to find out more about a an aspect of WW2
- Evaluate reliability of sources, suggest omissions and ways of finding the right evidence
- Use books / internet / sources carry out research and use knowledge from these accounts to write a fluent account of the past
- Regularly address historically questions and begin to devise their own questions

Organisation and communication

- Writing an explanation of WW2 in terms of cause and effect, using a range of different sources to support your work and using appropriate dates and terms
- Drama / role-play, e.g. hot-seating soldiers / evacuees / Blitz survivors; war correspondents
- Reports /recounts / diaries relating to WW2 / significant people / role of women and the Home Front
- Whole-class discussion / debates for and against war / conscription / rationing

- Create displays about WW2
- Using iPads / computers to create PowerPoints / Word presentations

Suggested Strategies for Recording Learning

- Practical activities - drama / role-play / be war correspondents describing conditions / interviewing soldiers / Blitz survivors (recorded on iPads and linked to QI codes)
- Group work to discuss enquiry questions / debate pros and cons of war / conscription / rationing / evacuees (recorded on iPads and linked to QI codes)
- Sorting activities to compare WW1 with WW2
- Sequencing events on a timeline
- Writing narratives / comics / reports / recounts / diaries / persuasive pieces supported by a range of historical sources, using appropriate dates and terms
- Create class displays about WW2 and Home Front
- Interrogate sources by sorting into primary and secondary / fact, fiction and opinion
- Create own propaganda posters to convey a message relevant to the time
- PowerPoint / Word presentations

Year Group: 6		Term: Autumn 1	Topic: World War 2 and the Home Front
Assessment			
Ongoing assessment from guided activities, quizzes, observations, discussions, questioning and work.			
	6.1	6.2	6.3
Historical knowledge and understanding	With support, explain some of the main causes and effects of WW2 and who was involved. With support, describe in some detail an aspect of the Home Front.	Explain some of the main causes and effects of WW2 and who was involved. Describe in some detail at least one an aspect of the Home Front.	Explain the main causes and effects of WW2 and who was involved. Describe in some detail some aspects of the Home Front.
Chronological understanding	With support, pupils place up to ten events on a timeline and use dates appropriately.	Pupils place ten events on a timeline and use dates appropriately.	Pupils place at least ten events on a timeline and use dates appropriately.
Historical vocabulary	With support, use some appropriate historical terms.	Use some appropriate historical terms.	Confidently use a range of appropriate historical terms.
Interpretations of history	With support, identify a range of different sources, evaluating their reliability.	Identify a range of different sources, evaluating their reliability.	Confidently identify a range of different sources and evaluate their reliability.
Historical enquiry	With support, use at least two different sources to support an account and address simple questions about the past. With support, use the library and the internet for some of your research.	Identify, evaluate and use at least two sources to develop a fluent account. Address simple questions about the past, and begin to devise your own. Use the library and internet for some of your research.	Identify and evaluate a range of sources to support a fluent account. Address historical questions and devise some of your own Use library and internet for independent research..
Organisation and communication	With support, communicate knowledge and understanding through evidentially supported discussion, drama /role-play, writing and ICT.	Communicate knowledge and understanding through fluent and evidentially supported discussion, drama / role-play, writing and ICT.	Confidently and communicate knowledge and understanding through fluent and evidentially supported discussion, drama/role-play, writing and ICT