



TEAM Multi Academy Trust History: Wartime Britain



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History

Vision

- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

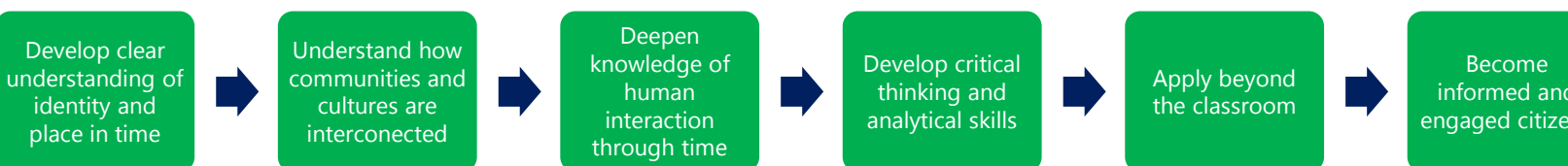


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions
Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC - 146 BC
Period	Dinosaurs alive in pre-history	Stone Age	Ancient Egypt	Shang Dynasty	Ancient Greece
Event	230 million years ago -dinosaurs appear 66 million years ago – dinosaurs become extinct	3,100 BC - Skara Brae 2,500 BC - Stonehenge built	2,500 BC - Pyramids built	1600 BC - Shang begins 206 BC - Han expands the Silk Road	776 BC - Olympics 507BC - democracy in Athens
Lives	Mary Anning. Richard Owen. Jack Horner.	Cheddar Man. Amesbury Archer. Lindow Man.	King Narmer. Hatshepsut. Akhenaten. Tutankhamun. Rames II. Cleopatra VII.	Fu Hao. Qin Shi Huang. Confucius.	Socrates (470-399BC). Alexander the Great (356-323BC).
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	Roman Republic & Empire	Mayan Civilisation	Saxons	Vikings	Norman – Medieval Britain
Event	227BC - founding of Roman Empire 43BC - Emperor Claudius invades England & Wales 410 - Romans leave	300BC - Maya writing 250 - Mayan civilisation at peak 900 - Decline	500 - Battle of Mount Badon 537 - Battle of Camlann 878 - Battle of Edington 1066 - Battle of Hastings	793 - Raid on Lindisfarne 866 - Capture of York (York) 1066 - Battle of Stamford Bridge	1066 - Battle of Hastings
Lives	Augustus / Julius Caesar. Claudius. Boudicca.	K'inich Janaab' Pakal. Lady Six Sky.	King Alfred. St Bede. King Harold.	King Guthrum. Leif Erikson.	William of Normandy.
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y1/2

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	Medieval Britain	Tudors	Stuarts	Maafa - Atlantic Slave Trade	Industrial Revolution
Event	1348 - Black Death 1381 - Peasants' Revolt	1485 - Battle of Bosworth end of Wars of the Roses 1534 - Establishment of CoFE 1547 - Henry VIII dies	1665 - Great Plague 1666 - Great Fire of London	1441 - Portugal begins slave trade 1883 - End of slavery in British Empire	c1760 - IR beginning
Lives	Richard II. Henry V. Richard III.	Henry VIII. Anne Boleyn. Thomas Cromwell.	King Charles II. Thomas Farrinor.	John Wesley. William Wilberforce. Olaudah Equiano.	George Stephenson IK Brunel.
Encountered in	Y5/6	Y5/6	Y1/2	Y5/6	Y5/6

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	1851 Great Exhibition 1870 Education Act	1914-17 - Imperial Transantarctic Expedition	Armistice 11.11.1914 WW2 1939-45	The Space Race 20.7.1969 Moon Landings
Lives	Samuel Wilderspin. Joseph Paxton. Prince Albert.	Sir Ernest Shackleton RF Scott	Winston S Churchill	Neil Armstrong
Encountered in	Y1/2 and Y5/6	Y1/2 and Y5/6	Y5/6	Y1/2 and Y5/6



Wartime Britain (2nd World War)

Subject: History		Year: 5/6		Term: Autumn 2	
National Curriculum Aims	Key Objectives: <ul style="list-style-type: none"> know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history 				
	Key Elements: <ul style="list-style-type: none"> Warfare Human rights 				
Key Questions	Six Key questions: How and why do we remember those who fought? What part did the armistice and Treaty of Versailles at the end of WW1 play in the start of WW2? How was everyday life affected by the war? Who fought in the war? One major battle. What part did women play? How did the war end and what happened when it did?				
Curriculum coherence	Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In 'Fallen Fields', students build on learning from Y1/2, where they learnt about Poppy Day. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.				
	Building Futures - Future Learning through the project: <ul style="list-style-type: none"> Foundational Understanding: Students establish a chronological framework by learning about key historical events <i>from 1918 - 1945</i> and how these fit into a wider chronology Conceptual Development: Students delve into the broader historical context of the <i>2nd World War</i>, understanding motivations and societal impacts, building on learning in KS1 and laying the groundwork for more complex historical concepts in KS3. Critical Analysis: By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3. Local Context: Exploring how the <i>2nd World War</i> affected communities local to the school provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3. Broader Connections: Students place the <i>2nd World War</i> in broader historical narratives, enabling understanding of connections between different historical periods and events. Continuity and Change: Analysing the long-term consequences of the <i>of the 1st World War</i> helps students understand how societies evolve over time. Historical Significance: Reflecting on the <i>2nd World War's</i> lasting impact enables students to explore the historical significance of events studied from this period. 				
	Vocabulary: World War One. Armistice. Treaty of Versailles. Reparations. Hitler. Churchill. Blitz. Evacuation. Land Army. Land Girls. Rationing. Home Front. D-Day. Air raid shelter. Blackout. Berlin. Atomic bomb. Cold War.				
Development of Knowledge	Lesson	Content	Substantive knowledge		Disciplinary knowledge
	Lesson 1	What do you know already about the World War? Complete retrieval grids How and why do we remember those who fought? <i>View an image of the destruction on the Western Front and of the area today (Thiepval War Memorial).</i>	Students should understand: <ul style="list-style-type: none"> 1st WW lasted four years and millions died. 1st WW ended on the Western Front on 11.11.1918. Poppies became a symbol of Remembrance as they were the first flowers to grow back in Flanders. 		How do historians attribute significance to past events and people? What histories of 1 st World War exist?

	<p>Why was the monument built? Why is a service held there every day still? <i>View the symbols to Remembrance in HB today (poppies / silhouettes of soldiers / War Memorial).</i></p> <p>Why are these symbols still important to many people? Who are the people behind the names on the HB memorial? <i>View the memorial and the school logbooks to try to find out a little about these people.</i></p>	<ul style="list-style-type: none"> • There are hundreds of thousands of War Memorials across the world that help remind us of the sacrifice made by so many. • That HB has one with 10 names on and that these were real people – some of whom went to HB school. • That we can use primary sources to find out about their lives. 	
Lesson 2	<p>What part did the Armistice (and Treaty of Versailles) at the end of the 1st World War play in causing the 2nd World War? <i>View a simplified version of the Treaty of Versailles.</i></p> <p>Consider the demands made and try to decide which of the Big Three you would have agreed with.</p> <p><i>Read a secondary source about the causes of 2nd WW.</i> Create a timeline from the Armistice to VE Day to show the rise and fall of Adolf Hitler.</p>	<ul style="list-style-type: none"> • How 1st WW ended. • Who the 'Big Three' were and what did they want. • What the Treaty of Versailles was and what were its terms. • What impact the Treaty of Versailles had on Germany. • How Hitler came to power in Germany. • How Nazi Germany rearming and trying to establish an empire was the immediate cause of the 2nd WW. 	
Lesson 3	<p>What part did women play in the war? Use secondary sources to find out about some of the roles played by women in 2nd WW within the services / as nurses / on the home front / as spies</p>	<ul style="list-style-type: none"> • Women took on a huge number of roles in 2nd WW. • Women delivered planes to airfields (WAAF). • Women worked out of the direct line of service in all parts of the military. • Women took on roles in every-day life that had traditionally been done by men (in factories, on transport) • Women continued to play their 'traditional' roles in the family but with the hardship of air-raids and rationing to contend with. 	
Lesson 4	<p>How was everyday life affected by the war? <i>Students experience a little of what life on the Home Front would have been like – Tiverton Museum trip.</i></p> <p><i>View a range of posters issued by the government.</i> Why were these poster campaigns launched by the government? What do you think the impact was?</p>	<ul style="list-style-type: none"> • Rationing and how the lack of many goods was alleviated. • Evacuation – why did this occur and from where and to where did it take place. • Air raids – what impact they had on the daily life of people and what impact they had in terms of the morale of people. • Poster campaigns – why 'Dig for Victory' and 'Careless talk costs lives' were so important. 	<p>How do historians construct their accounts of the past? How was MO used to write the history of the Home Front?</p>
Lesson 5	<p>Who fought in the war? One major battle. <i>View maps to show how the Nazi empire had spread across Europe and how many countries (including most of France) had been occupied.</i> <i>View secondary sources of evidence (maps and data) illustrating the plan for and consequences of the D-Day landings.</i></p>	<ul style="list-style-type: none"> • D-Day landings had to succeed in order to begin driving German military forces out of occupied countries. • That this was essential to defeat Germany. • The landings were a joint operation involving USA who had joined the war effort after Dec 1941. • That this was a fierce battle – considered by some to be the most successful in military history. • That despite this, there were thousands of allied deaths and casualties as well as on the German side. 	
Lesson 6	<p>How did the war end and what happened when it did?</p>	<ul style="list-style-type: none"> • Berlin was finally captured by the allies from the west and the Russian army from the east. 	

			<ul style="list-style-type: none"> • Hitler committed suicide. • Germany surrendered and the war ended with VE Day. • The war with Japan ended when two atomic bombs were dropped. • The Potsdam Conference – USA, Britain, Russia met to decide the terms for the end of 2nd WW 	
Assess & Review	Lesson 7	Retrieval Grids Complete a timeline of the major battles and events of 2 nd WW. Complete retrieval lesson to illustrate what you know about the IR at the end of the project	<ul style="list-style-type: none"> • Complete SLaE pages recapping what has been learnt in the project 	What can you recall about how historians use primary sources of evidence?

Glossary

World War One	Global conflict fought between 1914 and 1918
World War Two	Global conflict fought between 1939 and 1945
Armistice	Agreement to stop firing and end 1 st WW at 11:00am on 11 th November 1918
Treaty of Versailles	Document that ended the war and set out what Germany would have to do as a result of 'losing' 1 st WW
Reparations	What Germany and the other Central Powers would have to pay to the allies
Hitler	Adolf Hitler rose from being a corporal in 1 st WW to being Chancellor and leader of Nazi Germany through 1930s
Churchill	Winston Churchill politician who became wartime PM in May 1940
The Blitz	'Lightning War' Germany's campaign of heavy air raids on allied countries – including London from 1940
Air raid shelter	Specially constructed buildings – often underground or pre-existing tunnels used to shelter people during an air raid
Blackout	No visible light being allowed outside during the hours of darkness
Evacuation	Moving people (usually children) away from cities to countryside to avoid air raids
Land Army / Land Girls	A national organisation formed to help farm the land to supply enough food during the war
Rationing	A system for sharing food and other goods fairly when they were in short supply
Home Front	Name given to everyday life in Britain suggesting that everyone was fighting against Hitler
Berlin	German capital city – the last place to fall to the allies and the end of the war in the west
Atomic Bomb	One bomb with huge destructive power developed by Britain and USA
Cold War	The period after 2 nd WW when Russia and her allies were in opposition to USA and her allies

Six Key questions:

How and why do we remember those who fought? What part did the armistice and Treaty of Versailles at the end of WW1 play in the start of WW2?

How was everyday life affected by the war? Who fought in the war? One major battle. What part did women play? How did the war end and what happened when it did?



World War 1



World War 2



Berlin



Allies



Axis Powers



Atomic Bomb



The Armistice



Adolf Hitler



Wartime Britain



Home Front



Cold War



Treaty of Versailles



Winston Churchill



Rationing



WAAF



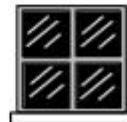
War reparations



The Blitz



Air raid shelter



Blackout



Evacuation



Land Army