ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Home Front TERM: Autumn 1 YEAR GROUP: 5

<table>
<tr><th colspan="4">THE BIG QUESTION – What was life like in Britain during World War II?</th></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Assessment task – how do we know this is a picture of Britain during WW2?</td></tr>
<tr><td>OBJECTIVES</td><td colspan="3">• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
• a significant turning point in British history, for example the Battle of Britain.</td></tr>
<tr><td>CONCEPT: Conflict</td><td colspan="3">Conflict of World War II</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 1 QUESTION</td><td colspan="3">Why did Britain have to go to war in 1939?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Appeasement is giving someone what they want to stop them causing trouble. Arguments for appeasement – not repeating the horrors of WW1, Britain wasn't ready for war, Britain still suffering from The Great Depression so not economically ready, Treaty of Versailles was unfair, not all Commonwealth and British Empire states would support another war. Arguments against appeasement – it encourages Hitler to be aggressive, it put too much trust in Hitler's promises, it allowed Hitler to become strong, it scared the USSR.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Introduce The Big Question – what do they already know? Explore KO – copy in book after title page and paper copy home. Share L1question – what are pupils' ideas? Recap ideas with PowerPoint slides 3-12 as tables then order these events. Revise definition of appeasement. Why did some people want to appease Hitler, use slides 14-19 and objects to develop ideas? Repeat with slides 20-25 for ideas against appeasement. As 2 pairs on each table, explore arguments. Divide class into 2 teams and give for or against statements, each team to rank the statements before picking their top 3. Use knowledge to host class debate exploring pros and cons of appeasement. Use speech bubbles to give 2 reasons for and against appeasement.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – Prepared statements for support
C – Add explanations for speech bubble choices</td></tr>
<tr><td>KEY VOCABULARY</td><td>Appeasement
Treaty of Versailles
League of Nations
Intervene
Unemployed
Re-arm
Economy
Commonwealth
British Empire</td><td>RESOURCES</td><td>Title page
KO x 2 each
PowerPoint
For and Against appeasement statements
Blank speech bubbles</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">Why was it necessary for children to be evacuated and what was evacuation really like?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Evacuation is when people move from a place that is dangerous to a safer location. Memories of gas warfare in WW1 led to the fear of aerial attacks and</td></tr>
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<tr><td></td><td colspan="3">bombing with poison gas within the first 24 hours of war being declared. Plans to evacuate the cities were already in place. Children were not being evacuated during the Phoney War, indeed, many drifted back into the towns. The government needed to keep up morale in wartime, especially when so many mums were bringing their children back home. This was particularly the case in the early months of the war during the Phoney War, but also the period after the major Blitz attacks and before the V1 and V2 rockets fell.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – on the other hand in pairs for and against appeasement
Revise KO. Show slide 2 of PowerPoint – what is going on? As a table complete zones of inference and share ideas. Recap on what children understand by the term evacuation and then discuss ‘Would the number of evacuees go up, or down, or stay the same, during the war?’ Look at the graph and discuss what questions we might have about it in tables and as class. Show poster and picture, during which time on the graph might these have been released? Give key questions – can we think of any reasons for these questions. Look at the graph and discuss key events and effect on numbers of evacuees.
PART 2
Explore prompt and watch animation – what impression does it give of evacuation? Where all evacuees as happy as Eric, explore further evidence. Each child to be given experience card and learn information before gathering information on grid about difference experiences of evacuation. Children to then order themselves on a happiness line according to their experiences. Why did children have different experiences, discuss with people either side. Discuss ‘If so many evacuees were so sad, why do we have so many photographs in newspapers of them looking so happy?’ Discuss as tables. Looking at slide 8 order these arguments from most believable. Explore concepts of morale and propaganda. Produce improved website page showing more accurate depiction of evacuation</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- differentiation role play card, selected experience cards to help with website design.
C - Looking at slides 9 and 10 in part 2, what was the purpose of each image?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Evacuation
Morale
Propaganda
Phoney War
The Blitz
V1 and 2 rockets</td><td>RESOURCES</td><td>On the other hand template
PowerPoints
Zones of inference per table
Experience cards
Information grid</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How was Britain able to stand firm against the German threat?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">When the Second World War started there were dire predictions of enormous casualties. In the end, only half as many died on the Home Front in the entire war as were predicted for just one year. Before the war the Air Ministry reckoned there would be 700 tons of bombs dropped on British cities every day causing 600,000 deaths a year. A million burial forms were printed and hundreds of cardboard</td></tr>
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<tr><td></td><td colspan="3">coffins made. In the end only half that number died in the entire war, more than half of them in London</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – brain dump on evacuation. Revise KO. Explore the information on PowerPoint slide 2, why do we think this is? Looking at cartoon, what ways do we think Britain stood firm? Discuss 1 and 2 (Battle of Britain and Dunkirk). Discuss 6 as evacuation – what could we say about this? In 4s children are given one of the aspects of resistance. Using question prompt sheet, use sources to explore how they helped during the war. Use expert system share knowledge and add information to own cartoon</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – differentiated research topic, edited information given
C – Add own information about Battle of Britain or Dunkirk</td></tr>
<tr><td>KEY VOCABULARY</td><td>Dunkirk evacuation
Battle of Britain
The Blitz
Rationing
Women in the factories
Evacuation
Firefighting service
Air-raid shelters
Gas masks
The Home Guard – Dad’s Army</td><td>RESOURCES</td><td>Brain dump
PowerPoint
Cartoon
Question prompts
iPads and information books</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How did people manage to carry on normal life during the war and how do we know?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3"><u>Incendiary shovel</u> For removing red hot incendiary devices dropped from German planes.
<u>Headlamp cover</u> The slats or louvres facing down to stop the beam of light being seen from above by German aircraft. The number of traffic accidents increased massively during black-out so these had limited effect.
<u>Wooden rattle</u> Warning of gas Obviously sound of the rattle wouldn’t carry far so useful for alerting people who are close but out of earshot of the normal voice.
<u>Torch</u> The downward facing cover to stop the bright beam being seen from above.
<u>Darning mushroom</u> Used for darning woollen socks with the fabric stretched over the mushroom with the hole uppermost and then darned in wool to cover the hole.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – give one, get one focused on 10 aspects of resistance. Revise KO. In table groups, examine the picture of an object from WW2. Come up with 3 possible explanations. Give each group purpose of each object and get them to practise each rehearsing a statement for Call My Bluff which they will then present to the class ensuring detailed descriptions. Each table to present to class as they guess which is the correct answer. When revealing the correct answer, discuss how this showed people carried on normal life during the war.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – differentiated object given, prompt to write explanation
C – Detailed Create word bank of adventurous language to describe object</td></tr>
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KEY VOCABULARY	Incendiary shovel Headlamp cover Siren Stirrup pump Rattle Torch Darning mushroom Air raid warden	**RESOURCES**	Give one get one PowerPoint Pictures of objects Post its
LESSON 5 QUESTION	**Why is it so difficult to be sure what life on the Home Front was really like?**		
KEY KNOWLEDGE	**Censorship -** The government had to be very careful to publish only positive images for fear of upsetting people, especially mothers who had sent their children to homes in the countryside. They didn't publish anything that might be negative. **Propaganda -** Was where the government created a message designed to persuade its intended audience to think and behave in a certain manner . e.g. To keep people happy- keep up morale. The government only wanted to show the happy side of evacuation: otherwise women might not want to help and worried mothers would be highly reluctant to send their children to other unknown families.		
RICH TASK	Retrieval practice activity – using picture from step 4, add as much detail as possible, descriptive language, function and how it shows normal life. Revise KO. Look at photos on slide 2 of PowerPoint and discuss what they have in common? Explore terms, propaganda, morale and censorship. Look at picture 1, what was it rejected? Why was picture 2 chosen? Should photo 3 been published? Now look at revealed photo – should this have been censored? Why is this an odd photo? Explore the background to the photo. Annotate picture using key terms propaganda, morale and censorship.		
SUPPORT AND CHALLENGE	S- sentence stems C – Written comparison of pictures 1 and 2		
KEY VOCABULARY	Propaganda Morale Censorship	**RESOURCES**	Step 4 pictures PowerPoint Sentence stems Picture 4
LESSON 6 QUESTION	**What was VE day really like?**		
KEY KNOWLEDGE	8 May 1945 – VE (Victory in Europe) Day meant an end to nearly six years of a grizzly war that had cost the lives of millions, had destroyed homes, families, and cities, and had brought huge suffering and privations to the populations of entire countries. Literally millions of people rejoiced in the news that Germany had surrendered, relieved that the intense strain of total war was finally over. In towns and cities across the world, people marked the victory with street parties, dancing and singing. A national holiday was declared in Britain for 8 May 1945. There were		

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There was also an air of anti-climax. The hardships of the war years had taken their toll on many people and left them with little energy for rejoicing.</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Explore photo on slide 3 of PowerPoint – what can you see, what is going on? Where all VE parties the same? Look at picture evidence. What are the similarities and differences? Read background information of VE days, in pairs highlight in 2 colours, old information and new facts, share findings. Read 4 accounts of VE day and discuss emotion of person – what does this tell us? Show 2 illustrations of VE day, are they accurate and how would you improve them? Annotate in pairs. Look at last picture, what can they see, is it an appropriate illustration of VE day? Revision of key knowledge. KO quiz. Assessment task. What links to our concept have you found?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Assessment Task
S – Prompts to help focus observations
C – Gives explanations for choices</td></tr>
<tr><td>KEY VOCABULARY</td><td>VE day
Surrendered
Commemorative
Victory
Mourned</td><td>RESOURCES</td><td>PowerPoint
VE day pictures
Highlighters
Background information
4 accounts
VE illustrations
Blank KO
Assessment task picture</td></tr>
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