

Year: 5/6 Subject: History PoS: World War II – Life on the Home Front a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		Topic Question/Title: <i>How did life change in Britain during WW2?</i>		Term - Spring 1 & 2 Curriculum - B 			
Prior Knowledge The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Ancient Egypt – a depth study Ancient Greece – a study of Greek life and achievements and their influence on the western world. Changes in Britain between the Stone Age and the Iron Age. The impact of the Romans on Britain and the significance of their legacy. Year 6 The impact that the early ancient Islamic civilisation had on the World Britain’s settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066				Key Vocabulary Conflict, home front, evacuation, rationing, Blitz, Home guard, propaganda, enlist, invade, occupy, air raid,		Outcome <i>Investigative presentation based on an aspect of life e.g. evacuation, rationing, work, propaganda</i>	
Future Learning Migration and our family history				Stimulus Blitz and evacuation footage, artefact box Speeches and radio broadcasts World War Two - BBC Teach Free WW2 lesson plans Blitz School WW2 primary history workshop for KS1 & KS2 THE BLITZ, 1940 - 1941 Imperial War Museums (iwm.org.uk) First hand experiences (enrichment) Evacuee experience or visit to the Imperial War Museum North		World of Work Historian, Politician, NHS, News Broadcaster, Soldier, Armed Forces, Reporters	
National Curriculum PoS Chronology - Use dates and appropriate historical terms to sequence events and periods of time. - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends, (<i>empire, civilisation, parliament, peasantry...</i>). - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. - Establish clear chronological narratives across periods and within themes - Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales Communication - Discuss and debate historical issues acknowledging contrasting evidence and opinions - Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society - Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. - Choose relevant ways to communicate historical findings. - Describe and explain significant aspects of non-European societies - Describe aspects of cultural, economic, military, political, religious and social history		Substantive Knowledge The climate of Europe at the end of the First World War. The series of events that led from the end of the First World War to the beginning of the Second World War. (Chronology) This lesson allows the children to create a context for the beginning of WW2 and the world leaders involved during the war. The children have the opportunity to discover key topic vocabulary and learn about who was part of the Axis and Allied forces. The Blitz was a significant period in the war which caused huge amounts of damage. Damage in the NW region. The safety measures that people went through to keep them safe during the Blitz. Air raids, blackouts, air raid shelters and wardens. The process of evacuation and other safety procedures. How evacuation helped children and other vulnerable people stay safe. Through looking at different sources the children can discuss what the experience was like for the people involved. The concept of food rationing and the reasons behind it. They investigate different sources which tell us about how different types of food were rationed and how people could supplement their rations with the Dig for Victory scheme. The home front including the use of propaganda. Children learn about life on the home front during the war. Role of women Evacuation, air raids, rationing, workers, posters and leaflets		Possible evidence Children choose to investigate an age-appropriate aspect of the second world war that interests them. Evacuation, air raids, rationing, workers, posters and leaflets Can children suggest why it is called a World War? - Can children place WW2 on a timeline? - Do children know some of the main leaders, events and dates relating to WW2? Can children explain what the Blitz was? - Can children suggest reasons why some places were more likely to be bombed than others? - Can children suggest how the bombing could be stopped? Can children describe some of the ways in which people were protected during the war? - Can children explain why evacuation was used as one strategy to protect children? - Can children explain the effects of bomb damage? Can children explain what evacuation was and why it was done? - Can children describe some likely feelings and experiences of evacuees? - Can children use words associated with evacuation accurately and appropriately? Can children explain some of the causes of rationing? - Do children know which foods were available during WW2 and how much was allowed, on average, per person? - Can children compare foods available in WW2 with foods available today? Can children recall information they have learnt about WW2? - Can children use appropriate terms and vocabulary? - Can children evaluate what life was like for children in WW2? Individual presentations			

<u>Enquiry, Interpretation and Use of Sources</u> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. • Describe the results (impact) of historical events, situations and changes e.g. the impact on people's lives • Recognise that some events, people and changes are judged as more historically significant than others	Disciplinary Knowledge	Possible evidence
	Chronology – scaling, concurrence, duration Cause and consequence Significance Similarities and differences Change and continuity	Where and when? Why did it happen? What were the consequences? What was the significance of the Blitz? * How do you think it affected people at the time? * Why do you think it is still remembered? Children should understand similarities and differences in children's experiences and note connections and contrasts over time.
	Methods of Enquiry	Possible evidence
	Know and sequence key events of time studied Use relevant terms and period labels Use dates and appropriate historical terms to sequence events and periods of time. Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry. Make comparisons between different times in the past. Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events. Discuss and debate historical issues using contrasting evidence and opinions. Construct responses to historical questions and hypotheses using information including dates and terms. Describe the results (impact) of historical events, situations and changes e.g. the impact on people's lives Recognise that some events, people and changes are judged as more historically significant than others Discuss and debate historical issues acknowledging contrasting evidence and opinions Use appropriate vocabulary when discussing and describing historical events and concepts Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings. Discuss how Britain has influenced and been influenced by the wider world Describe aspects of cultural, economic, military, political, religious and social history	<u>Chronological understanding</u> Children can sequence events, can use a scale to calculate intervals between events, Begin to identify links between events, relate this timeline to others they have studied (concurrence) <u>Source Analysis and Interpretation</u> Children can extract information from a source, evaluate a source and explain how reliable it is Can extract and interpret evidence from various sources Can ask questions to deepen understanding Can use and apply source work skills to answer their own key question. They should also use multiple sources to formulate and support their answer. <u>Historical Enquiry</u> Ask and investigate questions relating to an aspect of a topic, select and record information relevant to their enquiry to record, present information in an appropriate way Begins to make decisions about which evidence to include: Can make comparisons between periods of history Can contrast changes between periods of history Can create their own enquiries to pursue with support Children extract information from a range of sources and collate them into a piece that summarises events. To build on the source analysis skills, children learn about the home front including the use of propaganda. Children learn about life on the home front during the war. Children choose to investigate an age-appropriate aspect of the second world war that interests them. Evacuation, air raids, rationing, workers, posters and leaflets

Year: 5/6 Subject: History PoS: Changes to Burnley: Local history - migration		Topic Question/Title: <i>How has the past made Burnley the town it is today?</i>		 Term - Summer 2 Curriculum - B			
Prior Knowledge The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Ancient Egypt – a depth study Ancient Greece – a study of Greek life and achievements and their influence on the western world. Changes in Britain between the Stone Age and the Iron Age. The impact of the Romans on Britain and the significance of their legacy. World War II – Life on the Home Front Year 6 The impact that the early ancient Islamic civilisation had on the World Britain’s settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066				Key Vocabulary Migration, immigration, resources, employment, economic, culture, community war, famine, unemployment (Push) education, healthcare, wages (Pull).		Outcome Personal family tree presentation	
Future Learning Y5 The impact that the early ancient Islamic civilisation had on the World Y6 KS3 Curriculum				Stimulus Short clip of Who Do You Think You Are? First hand experiences (enrichment) Family interviews		World of Work Historian, genealogist	
National Curriculum PoS <u>Chronology</u> • Use dates and appropriate historical terms to sequence events and periods of time. • Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends, (<i>empire, civilisation, parliament, peasantry...</i>). • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. • Establish clear chronological narratives across periods and within themes • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales <u>Communication</u> • Discuss and debate historical issues acknowledging contrasting evidence and opinions • Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Choose relevant ways to communicate historical findings. • Describe and explain significant aspects of non-European societies • Describe aspects of cultural, economic, military, political, religious and social history <u>Enquiry, Interpretation and Use of Sources</u> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses.		Substantive Knowledge		Possible evidence			
		<u>Why did migrants come to Britain?</u> Push and pull factors Identify some of the key events in British migration history Pupils will be introduced to specific subject vocabulary around migration. The history of migration to England / Britain stretches back thousands of years. This history is also very relevant to students today. • There are lots of similarities in the reasons why migrants wanted to come to Britain which allows students to look at common causes of migration. • There are also differences which help students to understand that this is a multi-causal complex web of reasons for migration. What were the experiences of migrants in Britain? What was the impact of migration to Britain?		A range of examples that show how Britain has always been a refuge for people escaping persecution, war and famine A range of examples that show how Britain has provided different opportunities for migrants which ‘pulled’ them to move here. Pupils can work together to produce a wall display timeline showing the different waves of migration / migration groups that have come to Britain over the last 1000 years. They can also identify on the timeline (above the line) the push factors and (below the line) the pull factors. (If pupils want to complete some extended writing on this topic, they could answer the key enquiry question or a question such as ‘Most migrants came to Britain for work’: How far do you agree with this statement?) Can students sequence events correctly? Can students identify different reasons for migration?			
		Where do I come from? How have I got here? Why am I here?		Produce a heritage box or a presentation to show child’s own history (include maps, photographs, drawings, artefacts etc.			
		Family histories research own movements		Answer the big question.			
		Disciplinary Knowledge		Possible evidence			
Chronology – scaling, concurrence, duration		Pupils will be able to identify some of the key events in British migration history and place them in chronological order. • Know and sequence key events of time studied • Use relevant terms and period labels					
Cause and consequence		Pupils will be able to identify some of the key causes of migration to Britain and will be able to compare these causes over time allowing them to find areas of similarity and difference.					
Significance (local) The aim is to broaden pupils’ horizons whilst celebrating who they are and where they come from. To do this the children will be given opportunities to discover their		Each child creates a “Heritage Box” telling their personal family history. The boxes will be as diverse as the children themselves, filled with stories, photographs,					

• Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. • Describe the results (impact) of historical events, situations and changes e.g. the impact on people’s lives • Recognise that some events, people and changes are judged as more historically significant than others	personal family stories, to learn about their local heritage and to consider how this relates not only to a shared national story but also an international one. Similarities and differences Change and continuity Methods of Enquiry <u>Chronology – Duration, scale, concurrence</u> Know and sequence key events of time studied Use relevant terms and period labels Use dates and appropriate historical terms to sequence events and periods of time. <u>Source work – extracting, interpreting, drawing conclusions</u> Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry. <u>Enquiry – pursuing a line of enquiry</u> Make comparisons between different times in the past. Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events. Discuss and debate historical issues using contrasting evidence and opinions. . Describe the results (impact) of historical events, situations and changes e.g. the impact on people’s lives Recognise that some events, people and changes are judged as more historically significant than others Discuss how Britain has influenced and been influenced by the wider world Describe aspects of cultural, economic, political, religious and social history. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.	strange objects, heirlooms, handed down recipes, maps, family trees, interviews with older family members, even family secrets and quirky “myths”. Make comparisons between different times in the past. Possible evidence <u>Chronological understanding</u> Children can sequence events, can use a scale to calculate intervals between events, Begin to identify links between events, relate this timeline to others they have studied (concurrence) <u>Source Analysis and Interpretation</u> Children can extract information from a source, evaluate a source and explain how reliable it is Can extract and interpret evidence from various sources Can ask questions to deepen understanding · Compare accounts of events from different sources – fact or fiction · Offer some reasons for different versions of events Can use and apply source work skills to answer their own key question. They should also use multiple sources to formulate and support their answer. Pupils will be able to draw inferences from a wide range of source materials • Pupils will be introduced to specific subject vocabulary around migration. <u>Historical Enquiry</u> Ask and investigate questions relating to an aspect of a topic, select and record information relevant to their enquiry to record, present information in an appropriate way Begins to make decisions about which evidence to include: Can make comparisons between periods of history Can contrast changes between periods of history Can create their own enquiries to pursue with support
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