

Year 56 B2 History - World Wars 2018 Template
B1 Year 5/6 – The World Wars

Chronology	Events, People and Changes	Communication
<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time. 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. 	<ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. 	

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Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> • Read a variety of poems written by war poets. Writing opportunities – diary entries / letters/ reports/poems
Mathematics links	<ul style="list-style-type: none"> • Baking with rationed foods (Measuring etc)
Computing links	<ul style="list-style-type: none"> • Research
Other links	<ul style="list-style-type: none"> • Geography – Using atlases to locate countries involved in the WW • Geography – Use maps online and in atlases to locate different places ie Gallipoli, The Somme, Dardanelles etc • DT Food – Making Trench cake and carrot scones – both war time recipes
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> • Possible visit to Barrow Cenotaph to lay a wreath of poppies • British legion – guest speaker – tbc • Visit to Dock museum – what effect did the wars have on the local area? 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	
<p>Variety of fiction / non-fiction and poetry books with ww1 or 2 theme</p> <p>Set up wartime mantelpiece – clock from the Edwardian Era, photo of WW1 soldier or nurse, letter rack and letters</p> <p>British legion website – video clips</p> <p>Children’s English work to be displayed – War poems and letters from the trenches / evacuees</p>	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>Locate the countries involved in alliances & the Empire.</p> <p>Locate the countries/cities involved in outbreak of war</p>	<p>Recap previous history topics. In particular, the work done on The Windsor's last year (yr. 6)</p> <p>What do children know about the World Wars? Discuss. Complete a KWL grid.</p> <p>Show pictures of George V, Tsar Nicholas II and Kaiser Wilhelm - Who do the chn think these people are? What role did they play in the WW? How are they linked?</p> <p>Look together at Queen Victoria's family tree. Explain the following information to the children.</p>	<p>KWL grid in books</p> <p>Labelled and coloured maps to be stuck in topic books.</p> <p>3 facts about the British empire in 1914 to be recorded in topic books.</p>	

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		<p>King George V came to the throne in May 1910 when his father King Edward VII died. George V was a grandson of Queen Victoria and most of the ruling dynasties in Europe were related through family ties to Victoria Two of her other grandsons: Tsar Nicholas II of Russia (by marriage) & the German Kaiser Wilhelm II would also be very involved in World War 1.</p> <p>Look together at the ppt - Why did ww1 start? Discuss each slide. What are the children's thoughts? Do they think Britain should have got involved? Why / Why not?</p> <p>LA - Chn colour a labelled map of Europe to show the alliances that had been formed before WW1. They should include a key.</p> <p>MA /HA - colour a blank map of Europe to show all the countries/cities involved in the outbreak of war. Include a compass showing North, South, East & West</p> <p>Extension - Chn to use the computers to find 3 facts about the British Empire in 1914</p>		
2	<p>Develop an understanding of how society's attitude towards the war changed over time and the reasons for this this.</p> <p>Understand the conditions soldiers faced during the War and the effects this had on hem.</p>	<p>Explain to the children that at the start of WW most people thought that it would all be over by Christmas</p> <p>Watch the clip</p> <p>http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_wwone_movies.shtml.</p> <p>How were the people of Britain feeling about the war? Most men saw going to war as an adventure. Why do you think they thought this? Do you think it was an adventure? - Look at Lord Kitchener's campaign posters</p> <p>What sort of conditions do the children think the soldiers were fighting in? Discuss. Look at a variety of photographs. What can the children see? What do they think the conditions were like? Was it just the enemy that caused problems for the soldiers?</p> <p>HA - children to imagine they are a soldier in the war. Write a letter to someone back at home describing the conditions of the trenches.</p> <p>MA - as HA using a word bank</p> <p>LA - Label a picture of the trenches - what were the conditions like? What could they hear, see or smell?</p>	<p>Children to have written a letter in the role of a WW1 soldier</p> <p>Children to have written evidence of their understanding of what life was like in the trenches</p>	<p>Children to carry out further research of life in the trenches.</p>
3	<p>To place key events of WWI on a timeline and understand what some of these events were</p>	<p>Look at the front cover of the book - The Best Christmas Present in The World by Michael Morpurgo.</p> <p>What do the children think the book is about? Why? Discuss. Relate back to the previous session - people thought that the war was going to be over by Christmas.</p>	<p>Evidence in topic books - a diary entry or a written dialogue.</p>	

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		<p>Read the book and discuss. How do you think we know about these events? Talk about how this is a story based on real events in the war. What does that mean?</p> <p>Watch the animation War Game (literacy shed) discuss</p> <p>HA - Children to imagine that they are Will and write a diary entry of the day's events. Focus on different feelings throughout and use of 5 senses. MA - Chn to write a dialogue between Will and a German soldier. LA - Supported -As a group chn to write a brief dialogue between Will and a German soldier. Lots of discussion</p> <p>Plenary - Discuss - How do you think the people of Britain felt when they began to realise that the war wasn't over by Christmas. How about the soldiers? What do they think this did for morale?</p>		
4	<p>To explore what life was like for the people in Britain during WWI.</p>	<p>Recap of learning so far. Explain that as the war went on, the generals in charge such as Lord Kitchener, were aware that a large army was going to be a key factor in winning the war.</p> <ul style="list-style-type: none"> • Show the children some of the recruitment initiatives they set up, including famous posters, the pals battalion initiative and the eventual conscription of men aged 18 to 41 in 1916. • Explain that with the men going to war, women had to take on the jobs that the men had left in order to keep the country running and support the war effort by making ammunitions (refer back to previous session) . • Show your class how even children were expected to support the war. Boy Scouts and Girl Guides had roles in supporting their communities at home as well as the soldiers at war. They even carried messages for the British secret service and collected conkers to make explosives 	<p>Look at a family portrait</p> <p>LA - with guidance and after discussion add speech bubbles to the portrait explaining how they have helped the war effort</p> <p>Ma - as LA independently.</p> <p>Year 6 - Choose a person for the portrait and write a very short diary entry explaining what they did during the war.</p>	
5	<p>To know how WW1 changed the lives of women in Britain</p>	<p>What do the children think life was like for women before the war? What sort of jobs did they do? Talk about life of woman before the war and briefly discuss the suffragette movement and its purpose.</p> <p>http://www.bbc.co.uk/schools/0/ww1/29030560</p> <p>Using books and the internet children to find out about the different jobs women carried out during the war.</p> <p>All children LA supported - To produce a comic strip - A day in the life of..... Showing a typical day of a working woman (mother) during wwI</p>	<p>All children Completed comic strips - to include relevant vocabulary. Used on display</p>	<p>Children to find out how life changed again for women after the war. Was it for the better or the worse? What do children think of the changes?</p>

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		<p>HA - Children to write a job advertisement persuading women to apply for a particular job. Advertisement to include real facts ie what the job entails, working hours, pay Mrs Andrews to support Y6</p> <p>Look together at British legion 100 years' clip</p> <p>https://www.britishlegion.org.uk/remembrance/ww1-centenary/thank-you/what-is-thank-you/women/</p>		
6	<p>To understand what the end of the war meant for people around the world.</p>	<p>Ask children to recap who the countries involved in the war were.</p> <ul style="list-style-type: none"> • Explain to the children that by the beginning of 1918 Germany was in a very strong position. Russia had left the war the year before, as there had been riots over the lack of food and fuel available. The government was overthrown and the new leaders signed an armistice with Germany. This meant that Germany no longer had a threat on the Eastern Front and could reinforce the Western Front. <p>Look at the ppt and discuss the points that led to the end of the war.</p> <p>Finding themselves losing allies and running out of supplies, the Germans agreed to an armistice on 11th November. At 11 o'clock on this day a cease fire was ordered and the fighting was over.</p> <p>Task 1 Provide children with Europe Map A and Europe Map B. In pairs, they look at each map (showing Europe before and after the war) and identify key changes</p> <p>Explain that although the war ended on November 11th 1918 when the guns fell silent WW1 didn't officially end until 28th June 1919 when a peace treaty called The Treaty of Versailles was signed. Discuss what a treaty is and what it means.</p> <p>Show pictures of David Lloyd George, Georges Clemenceau and Woodrow Wilson and discuss who these people were.</p> <p>Watch the following clips.</p> <p>Treaty of Versailles https://www.youtube.com/watch?v=vrYhLNQMRro https://www.youtube.com/watch?v=vrYhLNQMRro</p> <p>Task 2</p>	<p>Written evidence in topic books</p>	

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		<p>HA/MA - Children to think carefully about what each leader wanted and write a short paragraph explaining who they agree with and why. LA - to write down what each leader wanted any why.</p>		
7	To understand the reasons for the start of the second world war and the countries involved	<p>The rise of Hitler</p> <p>Show a picture of Hitler. Do any of the children know who he is?</p> <p>Explain the role that Hitler played during the 1930s and how his actions and beliefs led to the start of the second world war. Why were the people of Germany so supportive of Hitler?</p> <p>Who was the leader of Britain at the outbreak of the war?</p> <p>Introduce the terms allies and axis powers. Children to carry out research to find out which countries formed the axis powers and which the allies.</p> <p>Plot onto a blank map of the world.</p> <p>HA - to find out what year each country joined the war.</p>	Labelled maps to be stuck in books	
8	To know what propaganda was and how it was used during the first and second world war.	<p>What is propaganda? Discuss using ppt to help understand.</p> <p>Explain that propaganda was used by all countries involved in the war as a way of shaping the opinion of their country.</p> <p>Look at several examples of ww1 and ww2 propaganda posters. What message do the chn think is being portrayed?</p> <p>Do they think it was fair to do this? Why/why not? What were the pros and cons of propaganda?</p> <p>LA/MA - children to choose one of the slogans and use this to design a propaganda poster. HA - Chn to think of their own slogan and design a poster</p>	Children to have designed a propaganda poster - stuck in books	
9	Historical enquiry To understand some of the turning points in WWII and what this meant for the allies.	<p>Chn to order some of the key events from WW2 - discuss have the children heard of any of these events?</p> <p>Battle of Britain Blitz Dunkirk D - Day</p> <p>Explain that today we will be finding out about The Battle of Britain which was said to be one of the turning points in the second world war.</p>	Written evidence in books - questions and written responses.	

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		<p>Look at the ppt which explains what the battle of Britain was and the effect it had on the people of Britain and the war.</p> <p>Independent</p> <p>Chn to imagine that they are to interview a pilot from the battle of Britain - think of 5 questions they would like to ask and record in books.</p> <p>Children to use Ducksters site to research what the answers would have been recording as if the pilot is speaking.</p>		
10		<p>Who knows anything about rationing? Discuss as a class. Watch http://www.bbc.co.uk/history/topics/rationing_in_ww2</p> <p>Discuss WHY rationing had to take place. Share ppt. Pass round ration books for children to look at.</p> <p><i>Show the children the rationing table - it's enough for one person, for one week (apart from sweets etc). What are the children's thoughts? Discuss</i></p> <p>Children will work in pairs to create a week's worth of meal for a family of 4. Allow the children to form their 'families'.</p> <p>Explain that the children will need to keep a tally of how much of their food they have used so that they don't use too much. Discuss what tactics people are using to get the best from their food? Are people eating left-overs? Are they having to eat less than they usually would?</p>	Written evidence in books	
	To understand what life was like for children in Britain and how this differed from the first world war	<p>What is evacuation? What do the children think this meant during the second world war? Discuss.</p> <p>Look together at the PPT - discuss how children would have been feeling? How about the parents? What are the children's thoughts on evacuation? Was it the best thing to do? Discuss.</p> <p>Read The lion and The unicorn by Shirley Hughes.</p> <p>Explain that today the children will be imagining they are a child being evacuated from Barrow during the war. Why might chn have been evacuated from Barrow?</p>	Children to have a letter plan and letter in their topic books.	

Technology advances

Hamilton trust

<https://www.bbc.co.uk/newsround/34257841>