



**Topic Title:** We'll meet again

**Year Group:** 6

**Academic Year:** 2019 -2020

**KS2 History Intent:** To answer a series of questions using evidence to understand that WW2 was a significant turning point in British history.

<p><b>Prior Historical Learning/Linked Topics:</b></p> <p>Have knowledge of WW1 from Remembrance topic and yearly Remembrance Day events.</p>	<p><b>Literacy Links (including texts/media used):</b></p> <p><b>WRITING TO ENTERTAIN:</b></p> <p>WW2 poetry The Lion and the Unicorn narrative</p> <p><b>WRITING TO ENTERTAIN/INFORM:</b></p> <p>Dog fight narrative</p> <p>Friend or Foe by Michael Morpurgo Lion and the Unicorn by Shirley Hughes</p>	<p><b>Maths Links:</b></p> <p>Data collection: population</p> <p><b>Links to Foundation subjects:</b></p> <p>D&amp;T – air-raid shelter Art – The Blitz London Skyline (pastels?), eggless cakes (for VE day celebration), make do and mend sewing? Geography – Map of Europe Music – song for troops Computing – Film making</p>
<p><b>Historical Knowledge</b></p>		
<p><b>Area of study:</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history: the Battle of Britain</li> </ul>		
<p><b>Historical Skills</b></p>		



No Limits  
To Learning!

<p><b>Historical Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul>	<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> <li>• Give reasons why changes may have occurred, backed up by evidence.</li> <li>• Describe how some of the things studied from the past affect/influence life today.</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did Britain have to go to war in 1939?</li> <li>• Why was it necessary for children to be evacuated?</li> <li>• Which objects explain how Britain coped with the effect of war on the Home Front?</li> <li>• Why is it so difficult to be sure what life was really like on the Home Front?</li> <li>• Why was the role of women so important to the War effort?</li> <li>• Why did Germany lose the Battle of Britain?</li> <li>• How was Britain able to stand firm against the German threat?</li> <li>• What was VE day really like?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The children will share what they know or think they know about WW2 then pose some questions to answer through the unit.</li> <li>• Through research the children will understand the terms Allies and Axis and identify the countries involved in WW2.</li> <li>• 'Meet Anne Frank' and learn about her life through videos, pictures, and her diary. Write a letter to Anne Frank, sharing the personal impact of her diary</li> </ul>	



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- Using maps and playdoh the children will practically understand the events leading up to the Battle of Britain
- Using a range of resources about the Battle of Britain, the children will research the roles of the RAF or Luftwaffe. The children will create a role-play from either point of view demonstrating the relevance of radar.
- The children will use recounts from RAF pilots to write an eye witness account of a dog fight.
- Using their knowledge of 'dog fights' the children will write the opening of a story.
- The children will experience an 'air raid' and using a range of sources decide whether it shows that Britain is winning the war or whether things are going badly.
- Explore the life of evacuees through 'Friend or Foe' and 'The Lion and the Unicorn'.
- The children will understand how people reacted at the end of the war in Europe and how the British celebrated on the Home Front.

**Key Vocabulary:**

Primary source, secondary source, evidence, eye-witness, recount, map of Europe, chronological, timeline, artefacts

Allies, Axis, war, army, soldiers, liberate, siren, evacuee, evacuation, invaded, defence, allotment, blackout, shelter, ration, Victoria Cross, Spitfire, Messerschmitt, RAF, dog-fight, Luftwaffe, radar, air raid, VE Day, Home Front, gas mask, pilot, Nazi, Blitz, Star of David, Jew, swastika, Holocaust, prejudice, concentration camp, refugee

Neville Chamberlain, Winston Churchill, Adolf Hitler, Anne Frank

**Stunning Start/Marvellous Middle/Fabulous Finish:**

Runnymede Air Force Memorial  
VE day celebration

**OAA/Trips/Visits/Visitors:**

Imperial War museum  
Battle of Britain bunker in Uxbridge