



# Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

## History – Year 3 & 4 – Second World War

	Chronology	Sources and Evidence	Historical Interpretation and evaluation	Organisation and Communication of historical knowledge
<b>Emergent</b>	<ul style="list-style-type: none"> <li>Talk about past and present events in own life.</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures and objects to understand past events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some things happened in the past before they were born.</li> </ul>	<ul style="list-style-type: none"> <li>Present ideas using different historical media to support (e.g. photos, objects etc.)</li> <li>Talk in a group about past events</li> </ul>
<b>Early KS1</b>	<ul style="list-style-type: none"> <li>Develop an awareness of the past using common words and phrases relating to the passing of time: old / new, past, a long time ago.</li> <li>To know where the people and events they study fit within a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that historical information can be gained from a range of sources and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about changes within living memory that reveal aspects of change in national life.</li> <li>Learn about understand events beyond living memory that are significant nationally or globally.</li> <li>Learn about the lives of significant individuals (<b>from a range of backgrounds, ethnicities and genders</b>) in the past who have contributed to national and international achievements.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li><b>Understand significant historical events, people or places in own locality.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Present information about given artefacts and sources to show an understanding of key events.</b></li> <li>Within each topic ask and answer <b>higher order</b> questions, choosing and using parts of stories and other stories to show that they know and understand key features of events.</li> <li>Use a wide vocabulary of everyday historical terms.</li> </ul>
<b>Middle Lower KS2</b>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of local, British and world history.</li> <li>Plot a timeline using given dates.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to differentiate between fact and opinion.</li> <li>To understand how our knowledge of the past is constructed from a range of sources and gather these independently.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons and connections between different periods of study.</li> <li>Learn about changes in Britain from the Stone Age to the Iron Age*</li> <li>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *</li> <li>Learn about the achievements of the earliest civilisations (Ancient Egypt and Indus Valley).</li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2).</li> <li>Complete a local history study (Fountains Abbey and Henry VIII).</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to explain people's actions or why events happened and present using a range of media including I.C.T.</li> <li>Develop the appropriate use of historical terms.</li> <li>Devise historically valid questions about change, cause, similarity, difference and significance.</li> </ul>
<b>Later Upper KS2</b>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across periods they study.</li> <li>Put historical periods in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Select relevant sources to use from a range provided</li> <li>Begin to identify the source of information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Understand the difference between primary and secondary sources.</li> <li>Identify bias and possible motive behind sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Within each topic analyse the consequences of key events, actions of significant figures and developments.</li> <li>Give reasons why a particular event or person might be viewed and interpreted differently.</li> <li><b>Describe different societies and periods from history and make links between features within and across different periods and cultures</b></li> <li>Identify connections, contrasts and trends over time.</li> <li>Learn about the Roman Empire and its impact on Britain. *</li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (Victorians).</li> <li>Study a non-European society that provides contrasts with British history (Mayan civilisation).</li> <li>Study ancient Greek life, achievements and influence on the western world.</li> <li>Study Britain's settlement by Anglo Saxon's and Scots. *</li> <li><b>Complete a local history study (lead mining). *</b></li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Develop the appropriate use of historical terms.</li> <li>Regularly address and devise historically valid questions about change, cause, similarity, difference and significance.</li> </ul>
<b>Extended KS3</b>	<ul style="list-style-type: none"> <li>Understand how events in a timeline can influence each other.</li> <li>Demonstrate an understanding of simultaneous chronology around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Independently select own primary and secondary sources relevant to an area of study. Identify the source of information.</li> <li>Understand how different types of historical sources are used rigorously to make historical claims.</li> </ul>	<ul style="list-style-type: none"> <li>Discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Confidently articulate the make connections, draw contrasts and analyse trends within periods and over increasingly longer arcs of time.</li> </ul>	<ul style="list-style-type: none"> <li>Independently organise historical knowledge and deliver it to a specified audience in an appropriate way.</li> <li>Use historical terms and concepts in increasingly sophisticated ways.</li> </ul>

**Bold text = objectives that closely align with school curriculum vision**

**Red text = modified or additional learning objectives beyond those detailed in the National Curriculum**

\* Non statutory examples available in National Curriculum

# History Unit Plan – Year 3 & 4 – World War Two

## Suggested teaching sequence and ideas

1	2	3	4	5	6
Introduction to Second World War Chronology of 20 <sup>th</sup> century	Blitzkrieg – September 1940	Waves of evacuations and life as an evacuee	Rationing	Evacuee day – tie into DT topic and make food (focus on rationing and 'making do')	VE day
<p>Objectives:</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of local, British and world history.</li> <li><b>Plot a timeline using given dates.</b></li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2).</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Look at key events during 20<sup>th</sup> Century- place events in chronological order using dates</li> <li>Identify where Second World War sits within this timeline</li> <li>Show chn map of Europe- locate key countries: UK, Germany, France, Poland</li> <li>Show chn images of key figures: Adolf Hitler, Neville Chamberlain, Winston Churchill- explain the roles they held during the conflict</li> <li>Show chn picture 'Peace in our time' – explain the title, date, and history behind it. Contrast by showing image of German army invading Poland- explain date and what is happening</li> <li>Play chn radio transcript of Neville Chamberlain announcing declaration of war</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>To understand how our knowledge of the past is constructed from a range of sources and gather these independently.</li> <li>Develop the appropriate use of historical terms</li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2).</li> <li>Devise historically valid questions about change, cause, similarity, difference, and significance.</li> <li><b>Within each topic analyse the consequences of key events, actions of significant figures and developments.</b></li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Introduce chn to know historical vocabulary: Blitzkrieg, Nazi, Luftwaffe, air raid, evacuation- chn to find definitions of these terms</li> <li>Watch 'London can take it' video on Imperial War Museum website</li> <li>Chn to devise any questions they have about what the video is showing</li> <li>Explore how we know the events of the Blitz (primary sources)</li> <li>Explore what would a night during the Blitz would be like- sirens, blackouts, bombings, air raid shelters</li> <li>Look at different air raid shelter designs- chn to design their own</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms.</li> <li>Devise historically valid questions about change, cause, similarity, difference, and significance.</li> <li><b>Understand significant historical events, people or places in own locality.</b></li> <li>To understand how our knowledge of the past is constructed from a range of sources and gather these independently.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Have a suitcase with items parents told to pack for their chn (if an old suitcase is available even better)- show chn what is inside- ask a range of q's to get them thinking- why might I have packed these things? How long am I going away for? Etc.</li> <li>Give chn a range of primary sources (photographs) of evacuees leaving. Chn to discuss in pairs what they think is happening</li> <li>Look at the different waves of evacuation- initial wave two days before declaration, explain that almost half had returned home by beginning of 1940- ask Qs- 'why do you think many parents brought their chn home?'- Second wave- autumn 1940 Wave three: 1944</li> <li>Explore experiences of evacuees- do they think they were all positive? Look at what life was like for evacuees- some had only known urban life, never been to countryside. Draw on fact that a lot of the class will have only known rural life- how do they think the chn would have felt?</li> <li>Write a diary entry for an evacuee</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>To understand how our knowledge of the past is constructed from a range of sources and gather these independently.</li> <li>Develop the appropriate use of historical term.</li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2).</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Why was rationing imposed- explain that Germany tried to stop goods being brought into the country and so there was a shortage of a range of foodstuffs and other items (clothing, fuel etc)</li> <li>Show chn a ration book and explore which items were rationed</li> <li>Look at a range of recipes from rationing period e.g. carrot cake- compare them to traditional recipes- how are they different? Why did people have to adapt their recipes?</li> <li>Show chn propaganda slogans from the time relating to rationing: 'Make do and mend', 'Dig for Victory'- what do they think they were intended to do?</li> <li>Chn to create their own propaganda slogans/posters for rationing</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><b>Begin to differentiate between fact and opinion.</b></li> <li>Make comparisons and connections between different periods of study.</li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2).</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Hold an evacuee day in school. Chn to get dressed up.</li> <li>Chn to make their own name tags.</li> <li>Play a range of 1940s games and activities, look at wartime songs</li> <li>Tie in with DT topic- chn to make their food products during this session</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Use sources to explain people's actions or why events happened and present using a range of media including I.C.T.</li> <li>Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2).</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Discuss the end of the war- what does 'VE' stand for? Explain that the 75<sup>th</sup> anniversary was celebrated in 2020- when did it end?</li> <li>Listen to Winston Churchill's address to the nation to announce Germany's surrender. Highlight that this marked the end of the war in Europe (VE) but that war was still on in Asia against Japan- the war wasn't fully over until VJ day.</li> <li>Highlight his final statement: "Advance Britannia. Long live the cause of freedom"</li> <li>Look at photographs of VE day celebrations- chn to write why the people in the photographs are celebrating. What might they have endured during the Second World War?</li> <li>Hold a mini VE day party</li> </ul>

## Useful websites

Imperial War Museums  
[www.iwm.org.uk](http://www.iwm.org.uk)