

Medium Term Plan for History Year 3 and 4 What was it like for children in WWII?

This topic is intended to introduce pupils to the effects of WWII on children. They will use a variety of sources, including recollections of people alive at the time. They will consider the reasons for and the results of key aspects of the War.

Expectations:

Most children will demonstrate factual knowledge and understanding of the impact of the WWII, on children in particular and society in general; give reasons for and the results of evacuation; identify different ways in which WWII has been represented; ask questions and answer them using a variety of sources, communicate their learning and use specialist terms in ways that show understanding.

Some children will not have made so much progress and will describe what happened during evacuation and begin to recognise that it had causes, and use sources of information to make simple observation about the war.

Some children will have more progress and will explore in greater depth how the war affected children in different ways, and the reasons for these differences; understand the complex and varied feelings that many children had about evacuation.

Possible links to other subjects:

- Literacy – descriptive and imaginative writing, report writing, letter writing, speaking and listening, interviewing
- Numeracy –timelines, word problems
- Art – drawing /painting propaganda posters etc, collage work.
- PHSE – citizenship
- ICT – use for research and various activity websites
- Assembly – sharing assembly – share findings etc
- Out of school excursion – IWM at Duxford, Blitz experience at Ipswich school.
- Focus day– Perhaps dress up. Several lessons e.g. 4, 5 and 6 will be delivered during a school trip and subsequent WWII day

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	Vocab.	Resources
1	Aim: to learn when the Second World War occurred! Children should learn <ul style="list-style-type: none"> • When and where WWII took place • About the leaders and key events and dates of the 	<ul style="list-style-type: none"> • Brainstorm to find out how much they know about the war • Short introduction using visual aids, introducing where, when, which countries, leaders, how it was fought etc. Use analogy of school bullies 	Second World War, Churchill, Hitler, Nazi, Germany, global, total war, Axis powers, Allies	<ul style="list-style-type: none"> • Sugar paper • IWB notebook • Timeline activity sheet

	<p>war</p> <ul style="list-style-type: none"> Suggest why it was called a world war 	<p>to describe the Nazis.</p> <ul style="list-style-type: none"> Put in reference to current wars Develop timeline of key events Homework – add in key events from own families. 		
2	<p>Aim: to learn how home-life was different in the 1940's!</p> <p>Children should learn</p> <ul style="list-style-type: none"> Similarities and contrasts between 1940's homelife and modern life To use ICT in pursuit of historical knowledge <p>Note: make this an English lesson using BBC website</p>	<ul style="list-style-type: none"> Explain that life in the 1940's was very similar yet very different from what we know today. Explain that there is a good website for finding out about this – model and demonstrate questions. Discuss comprehension techniques e.g. looking for keywords 	1940's, homelife	<ul style="list-style-type: none"> BBC history website activity Comprehension questions. http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips
3:	<p>Aim: to learn what happened in the Battle of Britain!</p> <p>Children should learn:</p> <ul style="list-style-type: none"> Chronology of events Why it was so crucial to the British people. 	<ul style="list-style-type: none"> Explain, using IWB, how the Nazis conquered Europe. Talk about Dunkirk and how the Nazis needed to cross the channel to invade, but how they need to destroy the RAF. Show children ops board on IWB, and explain how the RAF knew where the Germans were – through radar. Model using IWB notebook Activity – make propaganda poster drumming up support for RAF, recruiting poster or similar. Discuss a catchy slogan 	Battle of Britain, radar, Spitfire, Hurricane, Messerschmidt, channel, fighter stations, Luftwaffe, RAF	<ul style="list-style-type: none"> IWB notebook Spitfire simulation game/joystick loaded on PC Winston Churchill MP3 files RAF recruitment posters to examine Outlines of spitfires and RAF badges to colour in and paste
4	<p>Aim: to learn what the Blitz was and why it happened!</p>	<ul style="list-style-type: none"> to be centred around a trip to Ipswich school for 	Blitz, bombers, fighters, RAF,	<ul style="list-style-type: none"> BoB video excerpts IWB presentation and questions

	<p>Children should learn</p> <ul style="list-style-type: none"> the characteristic features of Blitz, and areas most affected to locate where bombing raids took place to suggest why some areas were more likely to be bombed than others 	<p>Blitz experience</p> <ul style="list-style-type: none"> show pictures of maps, images from Blitz – read accounts. Discuss methods of stopping the bombers – make a display defence map akin to RAF ops board?? Model activity of either making a collage scene of London burning at night or decide what parts of London to bomb 	<p>Luftwaffe, air raids, bomb damage, Anderson shelters, black out, anti-aircraft fire, night fighters</p>	<ul style="list-style-type: none"> Develop activity around collage of London burning at night or . . Map of London showing different targets – which would they aim for and why Organise visit to Clifford Road Primary school and Ipswich Museum.
5	<p>Aim: to learn what rationing was and why it happened!</p> <p>Children should learn</p> <ul style="list-style-type: none"> Why rationing was necessary About the impact of rationing on the way of life of people living in the UK during WWII 	<ul style="list-style-type: none"> Discuss why food was in short supply i.e. submarine blockade, bombing of ships and docks. Show them a typical meal or days rationing. Ask them to sample it! Refer to homework – how much could their family have bought? How could people living in this area get extra food? How could people in London supplement their rations Cook a ration meal?! 		<ul style="list-style-type: none"> Typical days ration to show Ration card Pictures of sea lanes and submarine Grow food posters Pictures of allotments etc Talk to school cook about preparing a WWII meal – part of a WWII day?
6	<p>Aim: to learn why children were evacuated and to find out what it was like</p> <p>Children should learn</p> <ul style="list-style-type: none"> About the effects of air raids About the causes of evacuation <p><u>Link to English topic-. writing a letter home to parents for unaided writing</u></p>	<ul style="list-style-type: none"> Discuss methods of family protection using images and artefacts. Discuss advantages/disadvantages. Focus on evacuation. Have visiting speaker in to talk about the evacuation Show picture of bomb damage and ask 	<p>Gas mask, black out, Anderson shelter, bomb damage, evacuation, evacuee, host family</p>	<ul style="list-style-type: none"> Photos of bomb damage, posters, artefacts. Ken Alcock! Prepared list of questions for interviewee Digicam for recording interview.

		<p>children to fill in 2 column grid explaining what happened when the bomb exploded and what was the effect on the people.</p> <ul style="list-style-type: none"> • Write postcards or labels • • Homework – ask them to keep a record of how much they eat in a week! 		
7	<p>Aim: to learn what Enigma was and to break a code! Children should learn to</p> <ul style="list-style-type: none"> • what Enigma was • how to break a code! 	<ul style="list-style-type: none"> • Short narrative on history of codes and Enigma • Code breaking activity 	<p>Enigma, code breaking, key, cryptology, secret war</p>	<ul style="list-style-type: none"> • pictures of Engima machine • activity from Claire