



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: History World War II

YEAR GROUP: 6

TERM Autumn 1

<p>Vocabulary</p> <ul style="list-style-type: none"> • War • Bomb • Army • Medal • Anne Frank • Neville Chamberlain • Tank • Star of David • Battle • Rifle • Prisoner • Blitz • Radio • Victoria cross • Evacuee children • Gestapo officer • Nazi flag • Hand grenade • German iron cross • Spitfire • George cross • Soldier • Barrage balloon • Gas mask box • Anderson shelter • Swastika • Winston Churchill • Air raid shelter • German stick grenade • Ration book • Gas mask • Adolf Hitler 	<p>Skills</p> <ul style="list-style-type: none"> • Historical Knowledge <ul style="list-style-type: none"> ○ Know what events took place and understand why they happened in that order- chronology ○ Discuss the events leading to WW2 and the impact of it on Britain during and after the war was over • Historical Enquiry <ul style="list-style-type: none"> ○ Identifying primary/secondary sources and reach conclusions about their validity and what historical information they provide ○ Use historical evidence to understand the events that took place from different perspectives • Historical Concepts <ul style="list-style-type: none"> ○ Provide a coherent argument as to which interpretation of a person, event or society is the most valid, using historical evidence. 	<p>What we already know</p> <ul style="list-style-type: none"> • Children will have studied the Romans in year 3 and Ancient Greek & Ancient Egypt in year 4 • Year 5 focus is on Invaders/settlers • Year 6 pupils will also have some background knowledge about other aspects of the War from The War English unit which runs simultaneously
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Application/ Outcomes

- Identifying what a primary/secondary source of evidence is.
- Discuss and analyse primary and secondary sources of evidence in the context of WW2
- Ensure children understand the term '**chronology**'. Create a timeline of key events
- Learn/write about the key events that led to the War and discuss whether it could have been avoided. Evacuation- write letters from the perspective of children. Was evacuation a good thing?
- Rationing- food shortages- what impact did this have on households? Written worksheet.
- Propaganda- Discuss and evaluate a range of WW2 propaganda posters. Discuss and explain how the interpretation of propaganda (from British/German perspectives) was the most valid Design own 'Dig For Victory' poster.

Concepts

- What was going on during the war in other parts of the world?
- Know that chronology is vital in understanding how and why key events happened in a certain order.
- Understand how propaganda was an important tool to influence public opinion in Britain and Germany during the War and how it is used today in different ways
- Understand how historical evidence from different sources influences how we interpret people, events or societies
- Understand how an event like war has a significant impact on different people: soldiers, women, families, the enemy
- Understand how events of the past have shaped the country we live in today

Other/Cross Curricular

Links with English/Maths/
English- War writing unit, letters
Art/design- posters

Adaptation for SEND

Differentiated written tasks
Word mats, peer support in group activities, tasks that do not need written responses