

# Ashtree Primary School and Nursery Medium Term Plan for History

## Year 6 Spring Term – World War Two

### Prior Skill – Chronology – Year 5

- Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, **including placing areas studied in previous years on to a timeline.**
- Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.
- Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,

### Prior Skill - Enquiry – Year 5

- Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said.
- Pupils are increasingly challenging sources of information.
- Pupils show some organisation of information that is purposeful for responding to or asking questions.
- Pupils show some purposeful selection about information they wish to

**Key Vocabulary:** Chronology, Britain, Nazi Germany, rationing, evacuation, shelters, gas masks, Battle of Britain, RAF (Royal Air Force), Luftwaffe, Neville Chamberlain, Adolf Hitler, Winston Churchill, London,

### Key Knowledge

Step 1 - To understand how WWII started.

Step 2 - To understand the chronological order of WWII.

Step 3 - To understand and explain the significance of evacuation.

Step 4 - To explain the impact of rationing in Britain.

Step 5 - To know and explain the uses of different items and objects used during WWII. (shelters, gas masks, ration booklets.)

Step 6 - To describe the events and explain the significance of the Battle of Britain.

Step 7 - To compare wartime Britain with modern day Britain.

### Key Skills    Black = Enquiry    Red = Chronology

Step 1 - Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline. Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history,

Step 2 - Pupils can organise information purposefully when responding to or asking questions,

Step 3 - Pupils can ask questions, creating questions that develop understanding about change, cause and significance,

Step 4 - Pupils can organise information purposefully when responding to or asking questions,

Step 5 - Pupils can challenge sources, questioning the validity of these,

Step 6 - Pupils can ask questions, creating questions that develop understanding about change, cause and significance. Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history,

Step 7 - Pupils can ask questions, creating questions that develop understanding about change, cause and significance

### **Curriculum Enhancements**

- Trips to different places linked to WWII – Bletchley Park, Duxford, Imperial War Museum,

### **Misconceptions**

- Number magnitude and understanding may hinder timeline use and creation. (Accurate intervals)
- What a source is – Primary or Secondary.
- Geographical Knowledge.

### **Suggested Activities**

S1 and 2 - Timeline lesson - Key events of WWII.

S3 - Diary Entry

S4 - Comparison of ways of living - daily /weekly shop

S5 - Source based lesson

S6 - Comic strip - Chronology

S7 - Comparison lesson

### **Curriculum Links**

- English – Diary Entry
- DT – Food
- Maths - Timeline

### **This will lead to . . .**