

Pioneer Federation
Medium term plan
Cycle 2, Term 1
History



What was life on the Home Front really like? Why is it so difficult to be sure?

Key Concept/ Theme: Invasion and Conflict

Prior Learning links:

Yr 1/2 *What were the key events of the Battle of Hastings?*

Yr 3/4 *How did the arrival of the Romans change Britain? Why did the empire fall*

5/6,CY 1 *How did Bletchley Park contribute to winning WW2?*

Vocabulary: Allies, Axis, Evacuate, Home Front, Home Guard, Propaganda, Rationing

School specific areas to cover (where applicable):

1. ***Why did Britain have to go to war in 1939?***

Prior learning reconnection Place WWII on timeline- How does it relate to other periods in History?

LO: *Let's learn about why Britain went to war in 1939*

This does not need to be the full-blown study of the causes - that is for KS3. You should explain Hitler's grievances and his actions and the attitude of the British government, mainly in the form of appeasement. The sequencing activity ensures knowledge of key events and role play covers key issues of appeasement in a memorable way.

*Pupils understand how the actions of Hitler threatened European peace. *They understand what is meant by the term appeasement. *They are aware of the dilemma facing Chamberlain and other appeasers. *They can explain why Chamberlain ultimately took the decision to go to war.

Activity:

Explain the sequence of events from 1918-39 using KQ1 PowerPoint which outlines the key events in chronological order. Pupils sequence 6-10 event cards from the PowerPoint giving the key landmarks from World War One to World War Two

Role play: pupils work in teams putting forward and then debating the arguments for and against appeasement. The roles are differentiated to ensure challenge is appropriate.

Pupils to create their own speech/thought bubbles summarising at least three key reasons for and against appeasement

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2.	<p><i>Why was it necessary for children to be evacuated and what was evacuation really like?</i> (May take more than 1 session) Reconnection: Why did Britain go to war? LO: Let's learn about the evacuees of WWII Starting with a graph to raise a number of issues, pupils then explore children's experience before going on to critique a misleadingly one-sided website entry.</p> <p>Activity: Zones of inference Asking questions of a graph and then researching their own questions using range of texts/websites Market place. Re-union of evacuees. Were their experiences all the same? Evaluate BBC website Challenge; Pupils write additional text for website to redress the imbalance.</p>
3	<p>How was Britain able to stand firm against the German threat? *Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale. *Pupils are able to identify key features of resistance to German invasion:</p> <p>Gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters</p> <p>Reconnection: recap previous learning LO: Let's Learn about the key features of resistance Activity:</p> <p>Pupils annotate as many features of wartime Britain as they can to show how she stood firm</p> <p>Individual groups have responsibility for detailed research on one of the 8 shown features of life in Britain during the war</p> <p>PowerPoint</p> <p>Slide 2 has a newspaper cartoon which can be enlarged to A3 and printed off for pupils to annotate wartime features</p>

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	Subsequent slides provide starter details on each of the 8-10 aspects which pupils then research
4	<p>How did people manage to carry on normal life during the war and how do we know?</p> <p>*Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time</p> <p>Reconnection: recap previous learning</p> <p>LO:</p> <p>Activity: Choose as many or as little as you feel necessary</p> <p>Call My Bluff exploration of Home Front artefacts and photos of the same Curators' Dilemma.</p> <p>Which pieces of evidence would you select to tell the story of the Home Front? How would you justify your selection if you had only limited space?</p> <p>PowerPoint;</p> <p>Great section on Imperial War Museum site which contains PowerPoint of 1940s house</p> <p>http://www.iwm.org.uk/learning/resources/the-1940s-house</p> <p>Smart task 2 Curator's Dilemma http://www.keystagehistory.co.uk/keystage-2/curators-dilemma-which-8-objects-should-we-show-to-explain-how-britain-coped-with-the-effect-of-war-on-the-home-front-2/</p> <p>Smart Task 3 Call my Bluff http://www.keystagehistory.co.uk/keystage-2/britain-during-world-war-two-call-my-bluff-smart-task-2/</p> <p>Smart Task 4 Celebrating Christmas http://www.keystagehistory.co.uk/keystage-2/christmas-for-children-on-the-home-front-during-world-war-two-2/ Celebrating Christmas</p> <p>Detailed well illustrated section on Imperial War Museum's site http://www.iwm.org.uk/history/how-britain-celebrated-christmas-during-the-second-world-war</p> <p>The National Archives provides a good range of posters and helpful activities on Make do and mend etc</p> <p>http://www.nationalarchives.gov.uk/education/resources/home-front/</p> <p>Whitehawk Primary School and Screen Archive South East On the Home Front http://www.movinghistory.ac.uk/whitehawkhomefront/</p>

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5	<p>Why is it so difficult to be sure what life on the Home Front was really like?</p> <p>*Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems. *They can explain how the government used:</p> <ul style="list-style-type: none">a. Censorshipb. Propaganda <p>*Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged Reconnection: recap previous learning LO: Let's learn about censorship and propaganda</p> <p>Activity:</p> <p><i>Can you be the Government Censor?</i></p> <p><i>Smart Task 1 Pupils are shown an example of posters produced for the government to encourage foster parents: one that was rejected and one that was accepted.</i></p> <p><i>They have to explain why one was preferred</i></p> <p><i>Smart Task 2 How can we explain the Blitz's mystery milkman.</i></p> <p><i>Pupils to apply their knowledge of censorship and to grasp why has it has been staged for a particular purpose.</i></p> <p>PowerPoint Key question 5</p> <p>Contains two fascinating images concerning recruiting foster parents for evacuees: one rejected and one accepted for pupils to analyse.</p> <p>Later slides look at the famous image of the Blitz milkman created by the government to raise morale. The notes give you all the context you need.</p>
6	<p>What was VE day really like?</p> <p>Reconnection: recap previous learning LO: Let's describe how VE Day was typically celebrated *They are aware that some families had mixed emotions. *They can explain why depictions of VE Day parties might vary. http://www.movinghistory.ac.uk/homefront/themes/victory1945.html Activity: Dear Producer- compare sources and make a judgement</p>
7	End of unit assessment

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	Review Photo; How can we tell that this is a picture of Britain during WWII?
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End points:

Understand the main reasons why Britain went to war

Recognise why the evacuations took place and start to empathise with those affected

Give reasons why Britain was able to resist the German invasion

Debate, discuss and determine evidence to discover what life was probably like on the Home Front