

Topic Title: Battle of Britain Year 6 Term Spring 1



Key question?

Why was the Battle of Britain a turning point in British history?

Big Questions:

Did the role of women change the outcome of the war?

Was Churchill a great leader?

Why were children evacuated?

How did life change for children in WW2?

What did a typical rationed meal look like?

What was the Blitz?

Who were the Home-Guard?

Why did the Battle of Britain change the course of WW2?

What are the significant events in WW2?

What are reliable sources of evidence that we can use to research WW2?

Skills Taught:

Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Immersion Activity/Provocation: Ask children to either bring in artefacts from home or photos. Children to interview their families and ask them about their family history in WW2. Bring this information back to school for an oral retelling.

Topic Title: Battle of Britain Enquiry Question: Why was the Battle of Britain a turning point in British History?

Focus Texts: Goodnight Mr Tom



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Pupils should start to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Most children will:	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Some children will progress further and will:	<p>Sift evidence and select appropriate sources.</p> <ul style="list-style-type: none"> • Understand the need to use a range of information from a wide variety of sources. • Evaluate the reliability of sources. • Create and test hypotheses, using evidence to make claims. • Build upon a growing knowledge about the significant people and events that have shaped our nation and the world. • Look at history from different cultural perspectives. • Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history. • Understand the changes within and between time periods. • Understand how some changes take centuries whilst others are more rapid and give examples with evidence. • Pupils should be secure in the development of a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Enrichment/Outdoor Learning:

Visit to IWM war rooms. Visit from a member of the community who has knowledge of local area in WW2. Conduct a walk in local area-can they find areas from photos taken in WW2?

Previously on....(Links to prior learning)

Add to chronology in front of history books. Discuss sources of information that children used to research Stone Age-Iron Age and Anglo Saxons. How might sources of information change as this is more recent history?

Key Vocabulary: Time period, era, chronology, continuity, change, century, decade, legacy. Evacuee, Blitz

Cross-curricular links:

Maths-Study census data, build up graphs of data.

English- write diary accounts, letters, newspaper headlines based on Goodnight Mr Tom.

Write a narrative account of a child trapped in the Blitz.

Celebration of knowledge and skills gained (opportunities for assessment):

Build up a class museum of artefacts, photos and written accounts.

Non-fiction texts: