

Key Stage 2 2021-2022

Topic: WWII

Term: Lent 1/2

Class / Year Group: KS2

National Curriculum Coverage

History

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Geography

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Key Skills

History Milestone 2

To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Suggest causes and consequences of some of the main events and changes in history.

To build an overview of world history

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- Place events, artefacts and historical figures on a time line using dates.
- Use dates and terms to describe events.

To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

Geography Milestone 2

To investigate places

- Name and locate the countries of Europe and identify their main physical and human characteristics.

History Milestone 3

To investigate and interpret the past

- Use sources of evidence to deduce information about the past.
- Use sources of information to form testable hypotheses about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

To build an overview of world history

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Use dates and terms accurately in describing events.

To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, continuity, century, decade, legacy

Geography Milestone 3

- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.



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| <p><u>Key Questions</u></p> <ol style="list-style-type: none"> 1. Who is Henry Moore? (3 day art) 2. How and when did World War II start and end? 3. Which countries were involved in WWII? 4. What was the Blitz? 5. How did people stay safe from air raids? 6. What was evacuation? <p><u>Spring 2</u></p> <ol style="list-style-type: none"> 7. What was rationing? 8. Can you make a war-time dish? 9. Who was Anne Frank? 10. What was the role of women during WWII? 11. What is propaganda? 12. Assessment | <p><u>Driver Words</u></p> <p>Describe</p> <p>Communicate</p> <p>Chronology</p> <p>Investigate and Interpret</p> <p>Compare</p> <p>Locate</p> | <p><u>Links</u></p> <p>Location</p> <p>Chronology</p> <p>Daily life</p> <p>Religion and Culture</p> <p>Significant Figures</p> <p>Impact on modern day</p> <p>Location</p> <p>Physical features - Hills, mountains, valleys, Bodies of water, Natural resources</p> <p>Human Features - Settlements, Leisure facilities, Transport, Farming, Reservoirs and dams, Power stations,</p> <p>Physical processes - Erosion, Water Cycle, Ocean Circulation, Climate Change, Earthquakes, Volcanoes</p> <p>Significant figures</p> <p>Impact on modern day</p> <p>Human processes - Transport, Trade, Settlements, Industry, Travel, Tourism, Pollution</p> | <p><u>Key Language and Vocabulary</u></p> <p>(See KO)</p> |
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| <p>1</p> | <p>Link:</p> <p>Driver words:</p> <p>LO: I can create a shelter drawing using pencil to create light and shade in the style of Henry Moore.</p> <p>Question: Who is Henry Moore? (3 day art)</p> <p>Resources: Henry Moore Art planning</p> | <p>Activities</p> <p>See CC and get all Art Day activities</p> <p><i>Museum day – favourite art work described/sketched, use worksheets</i> <i>Oil pastel techniques</i> <i>Picasso study – cubism and ceramics</i></p> <p><i>Making links question to other Topics: Who else have you heard of who was a contemporary of Henry Moore? (Barbara Hepworth) What did they have in common? (Sculpture).</i></p> <p><i>Next step: Research some of Henry Moore's other works. Can you find anything you really like? What do you like about it?</i></p> | <p>N/A</p> <p>3 day week including Art Day.</p> |
| <p>2</p> | <p>Link: Chronology</p> <p>Driver words: communicate, chronology</p> <p>LO: I can communicate the basic chronology of World War 2.</p> <p>Question: 2. How and when did World War II start and end? Next steps.</p> | <p>Activities</p> <p>Blank knowledge organiser quiz. To be marked and stuck into front of books.</p> <p><i>What do you already know about WW2? Give children a few minutes to discuss their ideas with a partner then write ideas up on the mindmap on the slides. Record mind map in books.</i></p> <p><i>Go through the information on the slides about when the war took place, the main countries involved, why it started, how it was fought, the names of some of the main leaders and the defeat of Germany and Japan by the allied forces.</i></p> <p><u>When at timeline slide – pupils to add information to their own (blank) timeline.</u></p> <p><i>Display the questions on the slides. How many of these can you answer now about WW2? Invite children to share their ideas.</i></p> <p><u>When at slide of axis and allied powers – pupils to list each one in their books (support for SEND from TA/teacher).</u></p> | <p>Creative Write Friday</p> |



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| | | <p><i>Cut up the Question Cards and stick them up around the classroom so that the children have to hunt to find them. Tell children that today they are going on a question hunt. Provide children with Information Sheet A or B (dependent on ability) and worksheet 1D. • Children to find each of the questions posted up around the classroom and answer the question in the corresponding box on the worksheet, using the Information Sheet to help find the answer if they don't already know it.</i></p> <p><u>In books: Children write answers on back of their question cards and stick them in so that they 'flap' open and can be used as a quiz.</u></p> <p><i>Making links question to other Topics: Can they put WW2 on a timeline – how do our other topics compare chronologically? Can they name something we have studied which happened before? After?</i></p> <p><i>Next step: Why was it called a World War?</i></p> | |
| <p>3</p> | <p>Link: Location</p> <p>Driver words: locate</p> <p>LO: I can locate and name the main countries involved in WW2. I can compare the sizes of each 'side'.</p> <p>Question: 3. Which countries were involved in WWII?</p> | <p>Activities</p> <p>Retrieval task: Blank copy of the vocabulary table in books. Match key words to definitions.</p> <p>Retrieval task: Naming continents</p> <p><i>Use the powerpoint to revisit the terms allies and axis powers. Can we name the main countries involved and state which continent they are in? How can we find exactly where they are?</i></p> <p>In books: Complete and stick in the main countries table using your KO. TASK: We are going to locate the main countries involved and identify whether they were allied or axis powers.</p> <p>Lower ability: On the map on Worksheet 1A, children to use the map to investigate which countries were on each side during the war. Children to use a world map to</p> | <p><i>Possibly a fact file about one of the countries as Geog focus this week???</i></p> |



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| | | <p>label as many of the countries as they can. When finished, children could write a list of the countries they have found on each side.</p> <p>Middle ability: On the map on Worksheet 1B, children to find each of the countries listed and label them using an atlas to help (you may wish to enlarge the sheet to A3). Children to then colour in the countries of the Allies in one colour, countries of the Axis in another and neutral countries in a third colour.</p> <p><i>Extension:</i></p> <p>Provide children with an atlas or world map and a set of the Riddle Cards. Children to work their way through each of the riddles to identify the countries of the Allies and Axis or take it in turns to test each other to see who can identify each country first. When finished, children to sort the riddles into two piles: the Allies and the Axis</p> <p><i>Making links question to other Topics: What else do you know about Winston Churchill? Can you name other famous Britons we studied when we looked at famous Britons?</i></p> <p><i>Next step: Were there more allied or axis powers? Why do you think this was?</i></p> | |
| <p>4</p> | <p>Link: Daily life</p> <p>Driver words: describe, communicate</p> <p>LO: I can describe the Blitz and communicate which areas were most likely to be affected.</p> <p>Question: 4. What was the Blitz?</p> | <p>Activities</p> <p>Retrieval task: Topic Throwback (include Great Britons topic and continents)</p> <p>Go through information on powerpoint. Stop to record some info in books including:</p> <ul style="list-style-type: none"> • When was the blitz? • Who was involved (Luftwaffe) • How did it end? <p>TASK: The Blitz in pictures</p> <p>Choose some of the images – stick them in your book recording what they show you and how they make you feel.</p> <p><i>Next step: What do you think you would have been most scared about if you had lived during the Blitz? Why? Invite children to share their ideas.</i></p> | <p>Eye witness account of the blitz? See planBee worksheet??</p> <p>Poem about feelings during Blitz? Planbee resources??</p> |



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| <p>5</p> | <p>Link: Daily life</p> <p>Driver words: explain, compare</p> <p>LO: I can explain how people stayed safe during an air-raid and compare the different types of shelter.</p> <p>Question: 5. How did people stay safe from air raids?</p> | <p>Activities</p> <p>Retrieval task: KO quiz – informal testing between partners of the whole sheet.</p> <ul style="list-style-type: none"> • <i>Explain that during the war, lots of different measures were taken so that people could stay as safe as possible during the air raids. How do you think people would have been able to protect themselves against the bombing? Children to think, pair, share their ideas then list on the slides.</i> • <i>Show children the pictures on the slides of gas masks, shelters, the underground, etc., and explain how each of these things were used to protect families.</i> • <i>Do you know what an evacuee is? Explain that one of the measures that was taken was to send children who lived in the cities to live with other families in the country to keep them safe. This was called evacuation. How do you think parents and children would have felt about this? Invite children to share their ideas.</i> <p><u>In books: Using images from worksheet 3B record how each of these items was used to protect people during the air raids?</u></p> <p><i>Next step: What type of shelter would you feel safest in during an air raid?</i></p> <p><i>Next step: What do you think it would have been like to be an evacuee? What do you think would have been the positives and negatives of being evacuated?</i></p> | <p>Instructions for what to do during an air raid???</p> |
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| <p>6</p> | <p><u>Link: Daily life</u></p> <p>Driver words: communicate, describe</p> <p>LO: I can communicate what evacuation was and describe how the children may have felt.</p> <p>Question: 6. What was evacuation? (</p> | <p>Activities</p> <p>Retrieval task: Blank vocabulary tables from KO – pupils to fill in.</p> <p><i>What was an evacuee? Invite children to share their ideas.</i></p> <ul style="list-style-type: none"> • <i>Why do you think children were evacuated during WW2? Children to think, pair, share their ideas.</i> • <i>Use the slides to explain what evacuation was, the process that had to be gone through and what it was like for children.</i> • <i>Show children the pictures of various sources on the slides (e.g. posters, letters home, photographs, etc.) How do you think children felt when they were evacuated? Why? Create a list of adjectives on the slides.</i> <p>In books:</p> <p>On worksheet 4C, children to create a list of positive and negative aspects of evacuation (e.g. negative - homesickness, worried about parents, etc. Positive -safe from bombs, get to play in the country, etc.) Encourage children to list reasons for each of their suggestions.</p> <ul style="list-style-type: none"> • Ask children to imagine that they are an evacuee who has been sent to live on a farm in the countryside. Children to use worksheet 4D to write a letter home describing their experiences and how they feel. Alternatively, write the letters on a piece of plain paper and 'tea bag stain' them to make them look original. • Encourage children to use appropriate terms, e.g. host family, billeting officer, etc. <p><i>Next step: Do you think we would evacuate children now? Explain your answer.</i></p> | |
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| <p>7</p> | <p>Link: Daily Life</p> <p>Driver words: describe, compare</p> <p>LO: I can describe what rationing was and compare war-time food to the food we have today.</p> <p>Question: 7. What was rationing?</p> | <p>Activities</p> <p>Retrieval task: Got that tell me more cards</p> <ul style="list-style-type: none"> • Go through the information on the slides explaining that for various reasons certain foods were in short supply during WW1 and that the government didn't want the same thing to happen again if another war broke out. • Explain what rationing was and how much food was allocated to individuals and show an example of a ration book. How much food would your family have been able to buy? • How do you think people would have supplemented their diets? Explain that the government encouraged people to grow more of their own vegetables in gardens and allotments (introduce Potato Pete and Dr Carrot!), and that animals like chickens, goats, rabbits and pigs were kept for milk, eggs and meat. <p><u>In Books: Worksheet 5A (identifying war time foods), Worksheet 5B (true/false facts about rationing), Worksheet 5D (comparing party food today and in WW2).</u></p> <p><i>Next step: Rationing continued long after the war had finished. Why do you think this was?</i></p> | |
| <p>8</p> | <p>Link: Daily life</p> <p>Driver words: investigate</p> <p>LO: I can investigate war time food and compare it to today. .</p> <p>Question: 8. Can you make a war-time dish?</p> <p>Resources:</p> | <p>Activities</p> <p>Retrieval task: vocabulary matching</p> <p><u>Create war time food such as bread. Discuss what dishes would be common and which would not exist.</u></p> <p><i>Next step: Which foods would you have missed most if you had lived through rationing?</i></p> | |



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| <p>9</p> | <p>Link: Significant figures</p> <p>Driver words: communicate</p> <p>LO: I can communicate the story of Anne Frank.</p> <p>Question: 9. Who was Anne Frank?</p> | <p>Activities</p> <p>Retrieval task:</p> <ul style="list-style-type: none"> • Explain that different groups of people had different experiences of the war. For Jewish people and other groups, like gypsies and the disabled, the war was even harder than it was for everyone else. Why do you think this was? Children to think, pair, share their ideas. • Go through the information on the slides about the Holocaust, describing why Jewish people were targeted, where they were imprisoned and why they were killed. • Show the picture of Anne Frank and go through the explanation on the slides as to who she was and why she is remembered. Invite children to share their responses to her story. <p>In books: Provide children with worksheet 6A and ask them to cut out and order the events in the Anne Frank story. Record the story in their books.</p> <p><i>Next step: Many Jewish people did survive or escape from the Nazis. How do you think they felt when the war was finally over?</i></p> | |
| <p>10</p> | <p>Link: Daily life</p> <p>Driver words: communicate</p> <p>LO: I can communicate how the daily lives of women changed during the war.</p> <p>Question: 10. What was the role of women during WWII?</p> <p>Resources:</p> | <p>Activities</p> <p>Retrieval task: Plan bee end of unit quiz</p> <ul style="list-style-type: none"> • <u>What have we found out so far about what life was like for children in WW2?</u> Children to think, pair, share their ideas, then list on the slides. • What was the war like for ordinary families, men and women? Show children the photographs on the slides of soldiers, women at work, the home guard, a funeral, etc. What can we deduce about what life was like from these pictures? Invite children to share their ideas. • If you lived in WW2, what do you think your family would be like? What might your father be doing? What might your mother be doing? Would you have been sent to | |

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| | | <p><i>live in the country? Would you have had evacuees coming to live with you to keep them safe? Children to think, pair, share their ideas.</i></p> <p>In Books: record how life was different for women in WW2. Use some of the images from the slideshow to demonstrate your points.</p> <p><i>Next step: Would you have liked to live through WW2? Explain your answer.</i></p> | |
| <p>11</p> | <p><u>Link: Culture</u></p> <p><u>Driver words: design</u></p> <p>LO: I can <u>design</u> a poster in the style of a World War 2 propaganda</p> <p>Question: 11. What is propaganda?</p> <p>Resources: Art resources</p> | <p>Activities</p> <p>Retrieval task: KO quiz</p> <ul style="list-style-type: none"> • Explain that during WW2, the government released lots of posters to try and encourage people to behave in the way they believed would help win the war. This is called propaganda. Show children some examples of WW2 posters. What do you think these posters are encouraging people to do and why? • Look at them again and this time ask children to focus on the style of the posters: What kinds of colours have been used? What fonts have been used? Why have the pictures been chosen? What mood is the poster portraying? • Look at the features of the posters if not all points have already been mentioned. • Go through the scenarios on the slides and ask the children to come up with some ideas for how they could create a poster to e.g. encourage men to enlist in the army, encourage people to grow their own vegetables, remind people about the importance of the blackout, etc. <p><u>In books: Give children some time to study the style of the posters on the Picture Cards. Ask children to choose one of the slogans from the Slogans sheet and create their own poster using the slogan they have chosen.</u></p> <p><i>Next step: Can you make any links with our lives today? Has our government had messages for our adults recently?</i></p> | |

St Charles Catholic Primary School

