

# History

## Skills, Knowledge and Progression

### UKS2: Britain at War : The Home Front 1939-45



| Chronological Understanding  | Knowledge and Interpretation   | Historical Enquiry  | Vocabulary  |
|--|--|---|---|
| <p><b>Place World War II on a timeline including other the great civilisations and European and world events</b></p> <p>Sequence key landmarks from World War One to World War Two</p> <p>Explain the sequence of events from 1918-39 and outlines the key events in chronological order</p> <p>Children use a graph to interpret the changing numbers of evacuees at different times during the War</p> | <p><b>1. Why did Britain have to go to war in 1939?</b></p> <ul style="list-style-type: none"> <li>• Pupils understand how the actions of Hitler threatened European peace.</li> <li>• They understand what is meant by the term appeasement.</li> <li>• They are aware of the dilemma facing Chamberlain and other appeasers.</li> <li>• They can explain why Chamberlain ultimately took the decision to go to war; explain and summarise key arguments for and against appeasement</li> </ul> <p><b>2. Why was it necessary for children to be evacuated and what was evacuation really like?</b></p> <ul style="list-style-type: none"> <li>• Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.</li> <li>• Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions.</li> <li>• Pupils can investigate and explain the reasons for fluctuating numbers being evacuated</li> <li>• They realise that children’s experience of evacuation varied and can give reasons why the government’s portrayal was so positive.</li> <li>• They can critique a BBC website interpretation</li> <li>• see <a href="https://www.keystagehistory.co.uk/free-samples/extending-the-bbc-website-on-eric-the-evacuee/">https://www.keystagehistory.co.uk/free-samples/extending-the-bbc-website-on-eric-the-evacuee/</a></li> </ul> <p><b>3. How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know?</b></p> <ul style="list-style-type: none"> <li>• Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale.</li> <li>• Pupils are able to identify key features of resistance to German invasion:               <ul style="list-style-type: none"> <li>- Trying on gas masks</li> <li>- Home Guard</li> <li>- Battle of Britain</li> <li>- Blitz</li> <li>- Evacuation</li> <li>- Rationing</li> <li>- Fire service</li> <li>- Air-raid shelters</li> </ul> </li> </ul> <p><b>4. What was VE day really like?</b></p> | <p>Use <a href="http://www.keystagehistory.co.uk">www.keystagehistory.co.uk</a> PPTs for each enquiry</p> <p><b>1. Why did Britain have to go to war in 1939?</b><br/> <i>Rationale: this question clarifies the reasons for WWII and why the topic of study exists. The learning in this lesson underpins their understanding going forward.</i></p> <p><b>2. Why was it necessary for children to be evacuated and what was evacuation really like?</b><br/> <i>(this is also covered in Beyond Face Value)</i><br/> <i>Rationale: This lesson enables children to empathise with people effected by the war and for children to compare the lives of children during WWII and in the 21<sup>st</sup> Century (refugees/migration).</i></p> <p><b>3. How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know?</b><br/> <i>Rationale: Combined lessons together due to the overlap of ‘normal life’ in both. Continued with the help of strategies that allowed Britain to stand firm.</i></p> <p><b>4. What was VE day really like?</b></p> | <p>Appeasement<br/>         appeasers<br/>         civilian<br/>         propaganda<br/>         Home Guard<br/>         Battle of Britain<br/>         Blitz<br/>         Evacuation<br/>         Evacuees<br/>         Rationing<br/>         Fire service<br/>         Air-raid shelters</p> |

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|  | <ul style="list-style-type: none"> <li>- Pupils can describe how VE Day was typically celebrated.</li> <li>- They are aware that some families had mixed emotions. They can explain why depictions of VE Day parties might vary.</li> </ul>   | <p><i>Rationale: VE Day is completed as a homework task, exploring the positives and negatives and evaluating these.</i></p>  |  |
| <p><b>Learning outcomes</b><br/> <b>Key knowledge children will know at the end of this topic are:</b></p> | <p><b>1. Why did Britain have to go to war in 1939?</b></p> <ul style="list-style-type: none"> <li>• To <b>explain</b> why Chamberlain ultimately took the decision to go to war; <b>summarise</b> key arguments for and against appeasement to reach an <b>informed conclusion</b>.</li> <li>• To <b>critique</b> a range of historical sources as to why Chamberlain appeased Hitler.</li> <li>•</li> </ul> <p><b>2. Why was it necessary for children to be evacuated and what was evacuation really like?</b></p> <ul style="list-style-type: none"> <li>• To <b>evaluate</b> and <b>critique</b> sources to raise enquiry questions.</li> <li>• To <b>explain</b> and <b>justify</b> the reasons for fluctuating numbers being evacuated.</li> <li>• To show <b>empathy</b> for people impacted by evacuation through investigating sources.</li> </ul> <p><b>3. How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know?</b></p> <ul style="list-style-type: none"> <li>• To <b>explain</b> key features of resistance to German invasion and to <b>critique</b> the effectiveness of these.</li> <li>• To <b>evaluate</b> the different roles of men and women as to how they developed 'Blitz Spirit' and 'kept the home fires burning'.</li> </ul> <p><b>4. What was VE day really like?</b></p> <ul style="list-style-type: none"> <li>• To <b>describe</b> how VE Day was celebrated and <b>evaluate</b> the positives and negatives associated with the day.</li> <li>• To <b>hypothesise</b> as to whether VE day was positive or negative.</li> </ul> | <p><b>More able are challenged:</b></p> <ul style="list-style-type: none"> <li>• Explain how we can tell from a particular image that it is set in World War 2</li> <li>• Make inferences from old photos about life in the past independently: analyse images and pictures independently and reach conclusions about them</li> <li>• Explain reasoning for example in the Curator's Dilemma activity KQ4</li> <li>• Independently research answers to some of the questions raised in the graph activity KQ2</li> <li>•</li> </ul> | <p><b>How those with SEND are Supported</b></p> <ul style="list-style-type: none"> <li>• Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers</li> <li>• Collaborative activities to support peer-learning and inclusion</li> <li>• Use of visuals, film, drama to support contextual understanding</li> <li>• Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design</li> <li>• TA support used to question and develop children's conceptual understanding of concepts and encourage independence</li> <li>• Use of low threshold-high ceiling tasks to support inclusion</li> </ul> |
|  | <p><b>Substantive Order Concepts (these underpin the study of history)</b></p> <ul style="list-style-type: none"> <li>• Change - how WW2 changed over time and subsequently how it has change the world</li> <li>• Causation – understand how WW2 began due to the appeasement of Hitler/steps to war.</li> <li>• Significance – chn understand how WW2 impacted people's lives, geography. Chn understand the impact WW2 had on the world and why this happened.</li> <li>• Similarity &amp; difference – looking at evacuee's lives compared to refugees. Exploring different people's lives during WW2 (soldiers and homefront)</li> <li>• Perspective – analysing and critiquing historical sources.</li> <li>• Chronology – timeline work</li> <li>• Empathy – to have empathy towards different people during WW2</li> </ul>  |   |  |