

Hook:

Evacuation Day

Bring a small box of items you would take if you had to leave your house, dress up etc.



A Child's War

Focus: History and Music



Knowledge:

- When did WWII start?
- Why did it start?
- Who was Neville Chamberlain?
- Who was Adolf Hitler?
- Which other major leaders were in power during WWII?
- What was the Blitz?
- What did children and families do to protect themselves during the bombings?
- What did it mean to be evacuated?
- What is propaganda?
- What was rationing?
- Who was Anne Frank and what happened to her?
- What is a first hand evidence source?
- What was the holocaust?

Learning Journey:

Sounds of the war (spitfires, air raids, sirens, music) Every so often set off the air raid sirens and children hide under desks. When did it start? Why did it start? Listen to Neville Chamberlain's speech announcing the start of the war. Who was Adolf Hitler? Fit that into history to contextualise.

Learning Journey:

Look at the different leaders during the war. Adolf Hitler / Neville Chamberlain / Winston Churchill / Stalin / Mussolini / Roosevelt. What were their views? What were they like as leaders? Hot seating / Role on the wall.

Learning Journey:

What impact did the war have on life? Bombings (what did they do to protect), rationing - land army, schools, evacuations, dad's and brothers going to war, women going to work, propaganda. Different nationalities (black soldiers, Gurkhas) from the British colonies that fought, represented and helped rebuild Britain.

Start listening to war time songs.—explain what they like and dislike.

Learning Journey:

Anne Frank's Diary - why is this an important source of evidence from WWII? Who was she? What happened to her?

[brief] What was the holocaust? Images of children, comparing a German and a Jewish child.

Vocabulary:

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|-----------------------------------|---------------------|
| WWII | Neville Chamberlain |
| Blitz | Adolf Hitler |
| Propaganda | Winston Churchill |
| Evacuation | Stalin |
| Land Army | Mussolini |
| Anne Frank | Roosevelt |
| Holocaust | Concentration Camp |
| Air Raid Shelter | Anderson Shelter |
| Black Out | Star of David |
| Air Raid Precaution (ARP) Wardens | |
| Gurkhas | British Colonies |
| Windrush | |

Characteristic foci:
Respect / Well Being

Learning Journey:

- Learn a war time dance for the street party
- Practice singing War Time songs
- Prepare information they can talk to their guests about

Skills:

- Analyse the quality of sources.
- Sympathising and empathising
- Respecting identities and people's historical stories.
- Use maps, atlases to identify places.
- Use ICT safely and independently to research
- Justify reasoning. .

Curriculum Coverage:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Trip / Visitor:

Pearl - being evacuated

Display Plan:

Photos from the street party

Outcome:

Invite local old people's home (and OTB) to visit for a street party. Children to write about their learning, sing war time songs and provide sandwiches. Dress up in 40s clothes (community outreach)



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What do they already know?

Year 2

- Who is Sir David - Attenborough?
- What is he known for?
- What has he contributed to the world?
- What does he want to happen to our world?
- What is a tower?
- What is a tunnel?
- What is a turret?
- Why did people live in castles?
- What is a castle?
- What are the different features of a castle?
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Year 3

- When were these time periods?
- What do the terms 'stone age', 'bronze age' and 'iron age' mean?
- What tools did people use and develop throughout each time period?
- How did lifestyles change and develop through each time period?
- How did the imagery / artefacts that have been found by archaeologists develop and why?
- Where is Greece?
- When was 'Ancient' Greece?
- Who are the Greek Gods?
- What are they the gods of?
- What impact did the Gods' have on Greek life?
- What was life like in Ancient Greece?
- What achievements did the Greeks have?
- What impacts did the Greeks have on our lives?

Year 4

- Who was Julius Caesar?
- What was the Roman Empire?
- Who was Emperor Hadrian?
- What was Hadrian's wall?
- What was the romanisation of Britain?
- What was the British Resistance?
- What happened when the Roman's withdrew from Britain?
- What was Britain's settlement by Anglo-Saxons and Scots?
- What happened when the Scots invaded North Britain?
- Who were the Vikings?
- Who were the Anglo Saxons?
- What was the struggle for the Kingdom of Britain?
- Who was Edward the Confessor and when did he die?
- What were the Vikings raids and invasions?
- What was the resistance by Alfred the Great?
- What were the Anglo-Saxon laws and justice?

Year 5

- Where is Egypt?
- When was the period of Ancient Egypt?
- How did different people in ancient Egypt live? E.g. slaves, pharaohs
- What was the mummification process?

- How did different people in ancient Egypt live? E.g. slaves, pharaohs
- What was the mummification process?
- What organs were removed?
- What Canopic jars did they go in to?
- Who were the Egyptian gods? What were they the god of?
- What is a pharaoh?
- How were the pharaohs buried? How did this change? Why?
- Who discovered Tutankhamun? What happened to the people who discovered his tomb?
- Who were the Tudor monarchs?
- When was the Tudor period in history?
- What religion were the Tudors?
- Why was religion so important?
- What is treason?
- What would happen if you were accused of treason?
- Who were Henry VIII's wives?
- Why did he get married so many times?
- Who were his children?
- How long did he reign for?

How will they remember it?

Mini Quizzes

Recaps at the start of lessons

Memorable experiences

KABOOM!

Display learning line

Use of curriculum map in book

Which resources will I need?

Laptops and headphones

The hall to learn the dance

A range of historical sources to analyse

Sketching pencils

Red tissue paper

What do I need to know to be able to teach this?

- War Time Songs <https://www.youtube.com/watch?v=OfWc52smNs8&list=PLWr51A396jUqeQ3dMbkbdkUHvhCvEgWqz>
- Information about the Blitz—<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv#:~:text=This%20period%20of%20intensive%20bombing,had%20to%20be%20re%2Dbuilt.>
- The Holocaust for KS2— <https://www.holocausteducation.org.uk/teacher-resources/materials/>
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Fallen Fields mini week long project

Monday - where does this fit in to our learning? Separate out WWI and WWII and the difference in time and reason. Briefly look at the causes of the War and the main events that led up to it. Look at the impact that the British colonies had on the war (soldiers from India and other colonies). Look at the British colonies and why men felt like they should sign up the war and the treatment of them by British soldiers. Research Hardit Singh Malik or Kulbir Thapa.

Tuesday - A Day in the Life of a Soldier. Christmas Truce. Look at Walter Tull and his contributions to the war. Dialogue between two soldiers

Wednesday (11th) - 2 mins silence at 11. Analyze Flanders Field poem and discuss the imagery used within it.

Thursday - Missing in action. Think about a Child in the war receiving a 'missing in action' notice. Contributions animals made to the war. Look at extracts of texts (e.g. Michael Morpurgo) Look at an image of a child welcoming home their father. Discuss the emotions etc in that moment. What if he hadn't returned? Compare emotions. Split class in half. Half create an original version, half innovate and have no one at the gate or a lost in action letter. Write something to go alongside the art.



Display outcomes:

- Dialogue
- Fact file
- Innovated Flanders Poem
- Emotion Art