Northfield Road Primary School – Year 6 Example

History – World War II

Year 6: World War II Autumn Term	Building blocks of knowledge are an important aspect of our history provision. Key historical concepts such as: **trade, government, agriculture** and **religion** are explored in each historical context. This gives our pupils the opportunity to make links to other historical periods, comparisons and also to reinforce their understanding.

This unit is structured around 6 sequential enquiries:

Enquiry 1: How significant was the Blitz?

Enquiry 2: World War 2: Whose War?

Enquiry 3: What was the impact of World War 2 on people in our locality?

Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee?

Enquiry 5: Evacuee experiences in Britain: Is this all we need to know about children in World War 2?

Enquiry 6: How significant was the impact of World War 2 on men and women?

National Curriculum

The unit involves the study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.

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	Learning Objective:	Key content and suggested lesson ideas	Suggested resources	Focus question
Enquiry 3: What was the impact of World War 2 on communities?				
Unit 3	LO: To understand how a range of sources impact on my knowledge of the WWII LO: To understand that there were similarities and differences between people and their experiences	**What does a local war memorial tell us about the impact of World War 2 on our community?** Look at a range of local war memorials to discuss their significance. Investigate where they were killed using the Commonwealth War Graves Commission. What conclusion can you draw from this with respect to the impact of the war on your community? **Investigate the experiences of the Salem Family.** Begin by presenting and outlining the family tree to identify family members. Working in groups develop profiles of role of family members in the war indicate what they tell you about the role of different men and women.	Commonwealth War Graves Commission (n.d.).Available at: https://www.cwgc.org/find/findwar-dead The following resource relates to one family experience of the war: Allloway, A. Bracey, P and Curtis, J. (2009) Piecing together the Salem family jig saw: In: Bracey, P. Alloway, A, Curtis, C and Smart, D *Northamptonshire in a Global Context* (Northamptonshire Black History Association): https://www.history.org.uk/library/2109/0000/0005/North amptonshire_In_Global_Context_Mainstreaming_Black_Hist ory_KS23.pdf	**Can the children** understand how a range of resources have helped them build up their knowledge of the war on their community.

		Whole class discussion: What have we found out? How far does this change our understanding of the war compared with just focusing on the war graves? **How far were the Salem family typical of people in our community**? Children investigate experiences of the war on local people using newspapers and family/ artefacts, community testimonies -either from people who were children during the war or which have been passed down to people born since the war. **Group discussion:** How far were the Salem family typical of people in our community?		
	Assessment essay	**Enquiry 3**: What was the impact of World War 2 on communities? Pupils to answer the enquiry question for the unit at length, using their learning throughout the unit. Drawing on evidence and historical sources	Working towards:	Greater Depth:

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Enquiry 6: How significant was the impact of World War 2 on men and women?				
Unit 6 **Key concept: trade**	LO: To understand the significance of World War II on the role of women LO: To explain the differing roles men took during the war	**Why were working women so important?** The children look at a government film related to women during World War 2. They consider the questions- What can I see? What does it tell me? What do I need to find out? **What did women do in the war?** Research the role of women's experiences/role during World War 2 to answer questions raised when watching the film. This should include: Women in the services Women in factories Land girls Other paid and voluntary work. **In what ways did men contribute to the war?** Groups explore the following the Home Guard • air raid wardens	Ministry of Information/Transport (1942). *They Keep the Wheels Turning.* Available at: https://www.iwm.org.uk/collections/item/object/1060006283 Websites: Sainsbury (n.d.) *Women at War. Second World War Gallery.* Sainsbury Virtual Museum http://sainsburys.lgfl.org.uk/women_war.htm The National Archives (n.d.) *Women and the Home Front 1939-45* Available at: http://www.nationalarchives.gov.uk/education/homefront/women/ Some useful websites e.g. National Archives (n.d.) *The Home front. The Home Guard.* Available at: http://www.nationalarchives.gov.uk/education/homefront/preparations/homeguard/source1.htm	Can the children understand the significance of World War 2 on the role of women?

		• different jobs in the army • different jobs in the air force • different jobs in the navy • Bevin boys Jigsaw followed by class discussion about the role of men in World War 2		
	Final activity The children should understand the significance of an event. They should note connections and contrasts over time.	**How important was World War 2 in changing the role of women?** The class undertake a timeline relate to changes in the power of women over past two hundred years, identify and key changes. Discuss: How important was World War 2 compared to other events affecting the role of women (e.g. obtaining the vote in 1918)? How different are women's lives today compared to World War 2?	Timeline of key changes affecting the role of women in Britain (Resource 3)	Can the children understand the significance of World War 2 on changing the role of women? Can the children understand connections and contrasts between World War 2 on the role of women with other events over time?
	Assessment essay	Enquiry 6: How significant was the impact of World War 2 on men and women?	Working towards:	Greater Depth:

		Pupils to answer the enquiry question for the unit at length, using their learning throughout the unit. Drawing on evidence and historical sources. This would be a two page spread, one side on men and one on women.		