

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Pendle Class
Autumn 1
Year B

N.C. LINKS:

Pupils should be taught about:
A significant turning point in British history.

Etymology - 'Blitz' comes from the German word for lightning. Its arrival in the English language can be traced to the German military strategy of Blitzkrieg (literally 'lightning war'), which used tanks and bombers to secure rapid victories at the start of World War II. When a similar strategy was used in bombing Britain in 1940 and 1941, the British shortened the original German term and referred to it as 'the Blitz'. Since then, the word 'blitz' has come to be applied to any period of intensive activity.

Vocabulary:



A Child's Evacuee's Story

By
John Conder

Subject Specific

Chronological Understanding

Knowledge and Interpretation

Historical Enquiry

Key Concept: CHILDHOOD

World War II- The Evacuees

Key Question: How did the process of evacuation impact the lives of those children who left the cities?

Air raid shelter
Tank
Blitz
Gas mask

BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno

Summarise events, describe, period, compare. Contrast,

Artefact, understand, present, past, argument, debate,

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<p>Unit Overview: To know the dates of the second world war. What life was like in the cities and the contrast with the countryside. Why the children were evacuated. What life was like as an evacuee.</p>	<p>Victoria Cross Evacuee Winston Churchill Ration book Battle</p>	<p>Domini, describe events, dates, century, ancient, decade, timeline, chronology.</p>	<p>change, significant events, consequences</p>	<p>reasoned point, evidence, different experiences, primary sources, secondary sources, points of view</p>
<p>Chronological Context:</p> <p>1939 September 1 - World War II begins.</p> <p>1939 September 3 - France and Great Britain declare war on Germany.</p> <p>1940 May 30 - Winston Churchill becomes leader of the British government.</p> <p>1940 July 10 - Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain.</p> <p>1944 June 6 - D-day and the Normandy invasion. Allied forces invade France and push back the Germans.</p> <p>1945 September – World War 2 ends.</p>	<p>Barrage balloon German iron cross Spitfire Soldier Anderson Shelter</p>	<p>Chronological order, long ago, millennium</p>		

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<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know key dates within a period of history. • Understand the differences between life in the cities and the countryside during World War 2. • Understand why children were evacuated and what life was like for them. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Children will learn about The Industrial Revolution and Cotton Industry, and how it helped change Britain. • Learn about the life of a child apprentice working in a cotton mill factory. • Understand how working conditions were poor and the dangers involved. Know why children were chosen to work. • They will learn about the different machines that were invented during this period and how they were used. 			
<p>Key Skills (Disciplinary)</p> <p>Chronology</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Describe key aspects of a non-European society such as the early Islamic civilisation. <p>Interpretation, Enquiry and Using Sources</p> <ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. • Regularly address and sometimes devise historically valid questions and hypotheses. • Give some reasons for contrasting arguments and interpretations of the past. 				

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- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.

Sequence of Lessons:

1. To identify key dates within a period of history.
2. To compare life in the cities and the countryside during World War 2.
3. To understand why children were evacuated.
4. To explore what life was like as an evacuee.

Enhancements:

Evacuee day.
Blackburn Museum and Art Gallery.

End of Unit Outcome:

To write a letter home from an evacuee child.

Oral Assessments:

How did the process of evacuation impact the lives of those children who left the cities?

What were the key dates during World War 2?

What was the difference in life in the cities and the countryside during World War 2?

Why children were evacuated?

What life was like as an evacuee?

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