



<p><b>SAS Key Learning Objectives:</b> <b>Chronological Understanding</b> 1. I can show an understanding of chronology and order of events, people and objects. 2. I know that the past can be divided into different periods of time. a. I can show a greater understanding of chronology and order of events, people and objects. b. I have a greater understanding of how the past can be divided into different periods of time. c. I can pick out similarities and differences between different periods of time and know some significant dates. <b>Knowledge &amp; Understanding</b> 3. I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. 4. I know and understand the historical events, people and changes of the period that I am studying. 5. I am beginning to give some reasons for the main events and changes for the period that I am studying. d. I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. e. I know, understand and can recall the historical events, people and changes of the period that I am studying. f. I can give reasons for the main events and changes for the period that I am studying. <b>Historical Interpretation &amp; Enquiry</b> 6. I can pick out and understand different ways that the past is shown. 7. I can devise historically valid questions. 8. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p>	<p><b>Cultural Capital:</b> Reading and plotting on world and country maps Awareness of national and international impact of WW2 Artwork WW2 Songs Educational visitor</p>	<p><b>British Values:</b> <b>Mutual tolerance</b> <i>Accepting similarities and differences between ourselves and others.</i> Consider each other's opinions on the roles played by various groups of people (eg, men, women, children, etc) and contributions.</p> <p><b>Democracy</b> <i>The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.</i> Everyone has a voice about their opinions when discussing rationing and the impact of WW2 upon people's lifestyles at the time.</p> <p><b>Respectful attitudes</b> <i>Respecting what is of value to people we know or know about.</i> Consider each other's opinions on the roles played by various groups of people (eg, men, women, children, etc) and contributions. Consider each other's opinions on impact of Blitz , evacuation, rationing, ARP, VE Day etc.</p> <p><b>Individual liberty</b></p>
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<p>g. I can pick out and understand different ways that the past is shown and suggest reasons for this.  h. I am beginning to show how features of the past have been retold and interpreted in different ways.  i. I am beginning to understand how evidence is used to make historical claims.  <b>Organisation &amp; Communication</b>  9. I can pick out and put together information for the period that I am studying.  10. I can construct simple informed responses.  j. I can pick out and put together information from a range of sources for the period that I am studying.  k. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>		<p><i>People are free to belong to different groups.  We are all special.</i>  Consider contributions of women, men and children to the war effort - empathise.  Consider the impact of WW2 upon individual's freedoms - limits from government. Compare with COVID-19 pandemic in present/recent past!</p>
<p><b>Cross Curricular Links:</b></p> <p>Geography- Finding countries involved in WWII on a map, looking at where it started</p> <p>Art - Discussing WW2 'Dig For Victory' posters and their slogans, colours and purpose. Creating own posters.</p> <p><b>English links</b></p> <ul style="list-style-type: none"> <li>● Produce poem titles 'When the siren went off.... (Blitz poems)</li> <li>● Poppy poems</li> <li>● Evacuee letters</li> <li>● Diary entry (WCR- Friend Or Foe) by Michael Morpurgo</li> <li>● WCR - The Lion, The Witch and The Wardrobe by C.S.Lewis - evacuated children.</li> </ul>	<p><b>Reading:</b></p> <p>Knowledge Organiser pages</p> <p>Information pages and powerpoints about historical events, the Blitz, rationing, ARP, diary entries of evacuation, accounts of VE Day.</p> <p>WCR texts - Friend or Foe by Michael Morpurgo and The Lion, The Witch and The Wardrobe by C.S. Lewis.</p>	<p><b>Resources:</b></p> <p>Photocopy of model timeline.  How we used to Live videos  Topic books  Copies of World map  Map poster  Imp War Museum <a href="http://www.iwm.org.uk">http://www.iwm.org.uk</a> website on evacuation (Poor Evacuee– Lively Music)  Information on the Great Evacuation  Evacuation newspaper articles  Evacuee thoughts sheet  Show WW2 artefacts  Accounts p.25 Carries War  UK maps  Maps of ports, industry etc</p>



		<a href="http://www.primaryhomeworkhelp.co.uk/Britain.html">http://www.primaryhomeworkhelp.co.uk/Britain.html</a> Pictures of masks etc Pictures of rationing Posters Dig for Victory newspaper clip Excerpts of diaries, e.g. Mrs Milburn of Coventry, rationing books, topic books WW2 songs V.E. sheet
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SAS Key Learning Objective (Outcomes)	Lesson Objective	Retrieval Task	Teaching Input and Activities	Challenge	Vocabulary
	<p><b><u>N.C:</u></b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history.</p> <p><b><u>Cause and Consequences:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Identify and give reasons for, and the result of, historical events, situations and changes.</u></b></li> <li>• <b><u>To understand how these people/events have affected and developed Britain today.</u></b></li> <li>• <b><u>Understand that one event may lead to many other events.</u></b></li> </ul> <p><b><u>GDS</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</u></b></li> </ul> <p><b><u>Sticky Knowledge</u></b></p>				



	<ul style="list-style-type: none"> <li>• <u>When did WWII occur?</u></li> <li>• <u>Why did WWII happen and who did it involve?</u></li> <li>• <u>Who was Winston Churchill and Adolf Hitler and why are they seen significant figures?</u></li> <li>• <u>What impact did WWII have on the people of Britain?</u></li> <li>• <u>What changes have been seen in Britain today as a consequence?</u></li> </ul>				
	LO	Retrieval Task	Trigger Assessment	Challenge	Vocabulary
<p><i>At some point within Term 1, we have an educational visitor in school for WW2 Day. This incorporates and supports the learning from the activities listed below, allowing the children to gain hands-on experience of Home Guard weaponry and practises, to hear about the impact locally and to learn further about evaluation, the Blitz and VE Day celebrations.</i></p>					
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<p>e. I know, understand and can recall the historical events, people and changes of the period that I am studying.</p> <p><b>Historical Interpretation &amp; Enquiry</b></p> <p>6. I can pick out and understand different ways that the past is shown.</p> <p>8. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p> <p>g. I can pick out and understand different ways that the past is shown and suggest reasons for this.</p> <p>h. I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>i. I am beginning to understand how evidence is used to make historical claims.</p> <p><b>Organisation &amp; Communication</b></p> <p>9. I can pick out and put together information for the period that I am studying.</p> <p>10. I can construct simple informed responses.</p>					
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<p>j. I can pick out and put together information from a range of sources for the period that I am studying.</p> <p>k. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>					
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<p>f. I can give reasons for the main events and changes for the period that I am studying. <b>Historical Interpretation &amp; Enquiry</b></p> <p>6. I can pick out and understand different ways that the past is shown.</p> <p>8. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p> <p>g. I can pick out and understand different ways that the past is shown and suggest reasons for this. <b>Organisation &amp; Communication</b></p> <p>9. I can pick out and put together information for the period that I am studying.</p> <p>10. I can construct simple informed responses.</p> <p>j. I can pick out and put together information from a range of sources for the period that I am studying.</p> <p>k. I can construct informed responses and beginning to use thoughtful selection and</p>			<p>Children look at key events and order them chronologically –discuss cause and consequence of events in that timeline.</p> <p><b>Lesson 4-</b> Discuss the threat of Nazi invasion to Britain and the German invasion of other countries. Children to look at wjho was involved and recall from previous lessons so far- the main protagonists – UK, Germany, USA, Japan, Italy.</p> <p><b>Activity :</b> Children produce a labelled map showing World involvement in the war. Looking at allies and axis countries- main protagonists.</p> <p><b>Children to write Key Facts of War paragraph</b></p> <p><b>Key Questions:</b> When did the war start? How and why did the war start? Which countries were involved in WWII? Who was Hitler and Churchill? Why were they significant people?</p>		<p>Allies Axis countries</p> <p>USSR – soviet union</p> <p>Troops Nazi Germany</p> <p>allies axis axis-controlled neutral territory borders</p>
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<p>organisation of relevant historical information.</p>					
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<p>sources for the period that I am studying. k. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>			<p>Investigate using UK map why places such as Hull, Liverpool etc were targetted. Why was Leicester a target?</p> <p><b>Activity:</b></p> <p><b><u>Short newspaper article about the Blitz in Leicester and Coventry.</u></b></p> <p><b>Key Questions:</b>          What was the Blitz?          Why were places like Leicester a target?          How do we know about the Blitz and the consequences of it?          What are air raids?          Why were air raid shelters necessary?          How do you think it felt in an air raid shelter?          How do you think people felt during the Blitz?</p>	<p>challenge-highlight on the map given where the cities were targets</p>	
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<p>periods of time and know some significant dates.</p> <p><b>Knowledge &amp; Understanding</b></p> <p>4. I know and understand the historical events, people and changes of the period that I am studying.</p> <p>5. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p> <p>e. I know, understand and can recall the historical events, people and changes of the period that I am studying.</p> <p>f. I can give reasons for the main events and changes for the period that I am studying.</p> <p><b>Historical Interpretation &amp; Enquiry</b></p> <p>6. I can pick out and understand different ways that the past is shown.</p> <p>7. I can devise historically valid questions.</p> <p>8. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p> <p>g. I can pick out and understand different ways that the past is</p>			<p>Create a topic page about Women on the land, factories etc. Provide pictures to help.</p> <p><b>Key Questions:</b></p> <p>What was the role of women before the war?</p> <p>What were women expected to do during the war?</p> <p>How did their roles change?</p> <p>What evidence do we have to show this change?</p> <p>How has this change affected the people of Britain today?</p>		<p>mechanics drivers, welders,</p>
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<p>and order of events, people and objects.  c. I can pick out similarities and differences between different periods of time and know some significant dates.  <b>Knowledge &amp; Understanding</b>  4. I know and understand the historical events, people and changes of the period that I am studying.  5. I am beginning to give some reasons for the main events and changes for the period that I am studying.  e. I know, understand and can recall the historical events, people and changes of the period that I am studying.  f. I can give reasons for the main events and changes for the period that I am studying.  <b>Historical Interpretation &amp; Enquiry</b>  6. I can pick out and understand different ways that the past is shown.  7. I can devise historically valid questions.  8. I can use sources of information in ways that go beyond simple observations to</p>	<p>it during the War.</p>		<p>Discuss what rationing was and why it was needed.  What was a weekly ration of food / clothing per person? Compare with what they would have today – which things would they miss most?  Debate questions and statements about rationing. Take Photos. Children have a rationed plate of food to examine as part of this.   <u>2<sup>nd</sup> lesson</u>  How did people cope? Discuss 'Dig for Victory' (Plant veg especially carrots wherever they could)  'Make do and mend' Examine and answer questions relating to wartime posters on this subject.   <b>Activity:</b>  Children to use slogans and characters (e.g. Squander Bug, Potato Pete etc) to produce their own 'Rationing' poster. (Art lesson)   Look at samples of rationing books and explain how they were used – what was the Black Market?   Key Questions:  What was rationing and why was it needed?</p>		
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<p>help me answer questions about the past.</p> <p>g. I can pick out and understand different ways that the past is shown and suggest reasons for this.</p> <p>h. I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>i. I am beginning to understand how evidence is used to make historical claims.</p> <p><b>Organisation &amp; Communication</b></p> <p>9. I can pick out and put together information for the period that I am studying.</p> <p>10. I can construct simple informed responses.</p> <p>j. I can pick out and put together information from a range of sources for the period that I am studying.</p> <p>k. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>			<p>What was a weekly ration of food/ clothing per person?</p> <p>How would you feel if you had to experience rationing today?</p> <p>What things would you miss the most?</p>		
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<p><b>Chronological Understanding</b>  1. I can show an understanding of chronology and order of events, people and objects.  a. I can show a greater understanding of chronology and order of events, people and objects.  c. I can pick out similarities and differences between different periods of time and know some significant dates.</p> <p><b>Knowledge &amp; Understanding</b>  3. I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.  4. I know and understand the historical events, people and changes of the period that I am studying.  5. I am beginning to give some reasons for the main events and changes for the period that I am studying.  d. I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.  e. I know, understand and can recall the historical events,</p>	<p>I can understand how the War ended and what VE Day means to the people in Britain today.</p>	<p>Rationing quiz.</p>	<p>To understand how the war ended and that the consequent celebrations were a time of emotion and a time to reflect.  To study VE day.</p> <p>Discuss how the war ended. What were the celebrations like?  <i>Children to have their own VE day, 8<sup>th</sup> May 1945, celebration party. Make bunting, use appropriate food etc</i></p> <p><b>Activity:</b>  Children write a paragraph to empathise with the feelings of people at the time – reflection, happiness, relief, sadness over lost family and friends.  Discuss comparisons with life during/after COVID-19 pandemic and its impact.  GDS- to produce a newspaper article outlining the VE day parties / feelings.  WTS- complete V.E. sheet.</p> <p><b>Key Questions:</b>  Why and how did the war end?  What is VE Day?  What does VE Day mean to the people of Britain today?  What do people do today to mark the end of WWII?</p>		<p>VE Day celebrations reflections surrender</p>
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<p>people and changes of the period that I am studying.</p> <p>f. I can give reasons for the main events and changes for the period that I am studying.</p> <p><b>Historical Interpretation &amp; Enquiry</b></p> <p>6. I can pick out and understand different ways that the past is shown.</p> <p>7. I can devise historically valid questions.</p> <p>8. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p> <p>g. I can pick out and understand different ways that the past is shown and suggest reasons for this.</p> <p>h. I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>i. I am beginning to understand how evidence is used to make historical claims.</p> <p><b>Organisation &amp; Communication</b></p>					
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<p>9. I can pick out and put together information for the period that I am studying.  10. I can construct simple informed responses.  j. I can pick out and put together information from a range of sources for the period that I am studying.  k. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>					
<p><b>Chronological Understanding</b>  1. I can show an understanding of chronology and order of events, people and objects.  2. I know that the past can be divided into different periods of time.  a. I can show a greater understanding of chronology and order of events, people and objects.  b. I have a greater understanding of how the past can be divided into different periods of time.  c. I can pick out similarities and differences between different</p>	<p>I can explain what life was like after the War and what changed in Britain then and now.</p>	<p>List three things you might have done on VE Day and why.</p>	<p>Watch relevant 'How we used to Live' video. Discuss how children believed people would have felt after the war – what would they want to happen in the country?  <b>Activity: Whole class Discussion-</b>  <b>Think about the changes seen in Britain today because of the war, impact it has had on the people of Britain. Discuss comparisons with life during/after COVID-19 pandemic and its impact.</b>  <b>Key Questions:</b>  What was life like for people when the war ended?  Did people get back to normal straight away?</p>		



<p>periods of time and know some significant dates.</p> <p><b>Knowledge &amp; Understanding</b></p> <p>4. I know and understand the historical events, people and changes of the period that I am studying.</p> <p>5. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p> <p>e. I know, understand and can recall the historical events, people and changes of the period that I am studying.</p> <p>f. I can give reasons for the main events and changes for the period that I am studying.</p> <p><b>Historical Interpretation &amp; Enquiry</b></p> <p>6. I can pick out and understand different ways that the past is shown.</p> <p>8. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p> <p>g. I can pick out and understand different ways that the past is shown and suggest reasons for this.</p>			What changes happened in Britain because of WWII?		
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<p>h. I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>i. I am beginning to understand how evidence is used to make historical claims.</p> <p><b>Organisation &amp; Communication</b></p> <p>9. I can pick out and put together information for the period that I am studying.</p> <p>10. I can construct simple informed responses.</p> <p>j. I can pick out and put together information from a range of sources for the period that I am studying.</p> <p>k. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>					
			<p><b><u>End of Topic Assessment</u></b></p>		