Forest of Galtres
ANGLICAN METHODIST PRIMARY SCHOOL

History Upper Key Stage Two
Autumn Term - Britain at War
How did the Second World War change the lives of British people?
Continuity and Change

Curriculum enrichment (linked to Enquiry Question)	Trip to Eden Camp to learn about the Home Front and interact with real artefacts from the time.
Literacy Rich Curriculum	Disciplinary Reading and Writing

Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

L	Enquiry questions	Connect knowledge (Super 6)	Key Teacher subject knowledge	Substantive knowledge	Disciplinary knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	What was the Home Front?	Last Lesson (DR): Last Term: (Y5) The Tudors (Y6) Civil Rights Last Year: (Y5): Anglo-Saxons Vikings in Yorkshire (Y6): Ancient Greece Early Islamic Civilisation	The Home Front	Community and Culture The home front referred to the civilian population and activities within a country during wartime. It includes the various efforts and sacrifices made by non-military individuals to support the war effort. This covered a range of activities.	Y5 RD.A Know and understand the impact of certain people and events from history. Y6 RD.A Know how to evaluate the impact of certain people and events from history.	Disciplinary Reading: Why did the Second World War happen? Explain the term "Home Front" and its significance during wartime. Discuss why it was essential for everyone in Britain to contribute to the war effort, even if they were not on the battlefield. Pupils must understand the significance of the civilian population's role in supporting the war effort. Briefly introduce pupils to key aspects of the Home Front: rationing; ARP (Air Raid Precautions); evacuation; women in the workforce; the Home Guard; the Land Army; civilian volunteers; and propaganda. Explain that you will be looking at evacuation, rationing, propaganda and women later on in this unit. Explain you will look at some primary sources from the period and discuss what information this gives us about the home front (use the questions provided on the resource to prompt this). Give pupils time to discuss in pairs but utilise these sources for whole class discussion.	Home Front civilian precaution air raid morale war effort	Pupils respond to the enquiry question - summarise the role of the civilian population during the war. Pupils then select one source and explain what this source tells us about life on the Home Front, how people were expected to behave, and why this was important to the war effort. Y6 evaluate the role of the civilian population. Use the source to help them discuss the impact of what people did.
2	What was life like on the Home Front?	Last Lesson: Last Term: (Y5) The Tudors (Y6) Civil Rights Last Year: (Y5): Anglo-Saxons Vikings in Yorkshire (Y6): Ancient Greece Early Islamic Civilisation	The Home Front		Y5 RD.A Know and understand the impact of certain people and events from history. Y6 RD.A Know how to evaluate the impact of certain people and events from history.	Class Trip to Eden Camp. This museum contains a comprehensive permanent public display of 20th century British military and 1930s-40s civilian and social history, all housed in the historically unique setting of an original World War Two Prisoner of War camp. Pupils will be guided around the extensive exhibitions and displays by the teacher and helpers, to gain a broad and general overview about what life was like on the Home Front during World War Two, whilst being able to study specific events, subjects and topics in more detail. There is also the opportunity to learn about life on the Front to give pupils an insight into the military aspects of WWII.	Home Front civilian precaution air raid morale war effort	
3	Why did the Germans bomb English towns and cities?	Last Lesson: Last Term: (Y5) The Tudors (Y6) Civil Rights Last Year: (Y5): Anglo-Saxons Vikings in Yorkshire (Y6): Ancient Greece Early Islamic Civilisation	See detailed HSLT MTP	Conflict and Disaster The Germans bombed British towns and cities as part of their air raids, a campaign known as the Blitz. The Germans wanted to weaken morale and disrupt industry that supported the war effort.	Y5 RD.A Know and understand the impact of certain people and events from history. Y6 RD.A Know how to evaluate the impact of certain people and events from history.	Disciplinary Reading: What was the Blitz? Recap knowledge from disciplinary reading. Highlight the concept of "The Blitz" and explain that it was a period during the war when German planes bombed towns and cities in the United Kingdom. Distribute maps and images of the United Kingdom and ask students to locate major cities and areas affected by the Blitz. Discuss why cities might have been targeted. Emphasize the importance of factories, ports, and airfields for the war effort. Explain the following reasons behind the German bombing: • Military targets: Factories and airfields were important for the British war effort. Destroying them would weaken the British ability to fight. • Breaking morale: The Germans believed that bombing cities would scare the British people and make them want to surrender. • Preparation for invasion: The bombings were meant to soften up Britain before a potential invasion, known as Operation Sea Lion. Review primary sources from this period. Draw out understanding of how communities came together, the role of air raid shelters, and the importance of staying resilient during difficult times.	blitzkrieg Blitz bombing factories morale air raid Luftwaffe aerial bombardment	Pupils answer the enquiry question simply, and then provide extended answer as to the impact of the Blitz. Pupils should refer to source material where possible. Y6 focus on whether or not the German achieved their aims, and how they know.
4	Why did propaganda play such a significant part in the war effort? (Rationing)	Last Lesson: Last Term: (Y5) The Tudors (Y6) Civil Rights Last Year: (Y5): Anglo-Saxons Vikings in Yorkshire (Y6): Ancient Greece Early Islamic Civilisation	See detailed HSLT MTP.	Conflict and Disaster Propaganda was used to: gain public support for rationing encourage a sense of unity and shared sacrifice foster a sense of national pride and solidarity make people believe that sacrifice at home supported the troops	Y5 HI.C Know how to identify and define propaganda. Y6 HI.C Know how to explain the impact of propaganda.	Disciplinary Reading: What was rationing and why was it important? Discuss any prior knowledge and why they think rationing might have been necessary during the war. Define rationing as the controlled distribution of goods to ensure fair access during times of scarcity, as experienced in Britain during World War II. Introduce pupils to the concept of propaganda. Propaganda is information, often presented in a persuasive way, that is used to influence people's opinions and actions. It can be found in things like posters, advertisements, or messages that aim to make people think or feel a certain way about a particular idea or situation. Discuss why this might be useful or necessary during wartime. Explore why they would need propaganda to support rationing. What might the issues be? This lesson will focus on source analysis of propaganda relating to rationing. For each of the sources provided, discuss origin, message, audience and purpose. Pupils need to know there was deliberate intent behind these posters. Pupils should summarise these and record them. Use I Do/ We Do/ You Do, with the analysis of the first source being fully I Do, before moving onto We Do/ You Do for subsequent sources. Provide context as required - why would the Government want people to 'grow their own'?	propaganda government blockade rationing war effort reliable purpose origin	Annotation/ explanation for each source. Summary response to enquiry question exploring why the government used propaganda for rationing. Y6 explain what the desired effect of each poster would have been - and why.
5	Why did propaganda play such a significant part in the war effort? (Evacuation)	Last Lesson: Last Term: (Y5) The Tudors (Y6) Civil Rights Last Year: (Y5): Anglo-Saxons Vikings in Yorkshire (Y6): Ancient Greece Early Islamic Civilisation	See detailed HSLT MTP.	Conflict and Disaster Propaganda was used to support evacuation efforts by creating a positive image of the evacuation process and emphasizing its importance for the safety of children.	Y5 HI.C Know how to identify and define propaganda. Y6 HI.C Know how to explain the impact of propaganda.	Disciplinary Reading: What was Operation Pied Piper and why was it needed? Discuss any prior knowledge and why they think evacuation might have been necessary during the war. Reference the Battle of Britain. Optional video: evacuees' stories (please watch beforehand to assess suitability for your class). Define evacuation as the removal of people (often more vulnerable people) from a dangerous area to a safer area. If appropriate for your cohort, reference evacuations due to conflict taking place today. Explain that Operation Pied Piper was the name for the plan to evacuate civilians from cities and other areas that were at high risk of being bombed or becoming a battlefield in the event of an invasion. Explain that propaganda was necessary to encourage people to evacuate; many parents did not want to send their children away. Refresh pupils' knowledge of propaganda from previous lesson. Why was it used? Was it successful? How do we know? This lesson will focus on source analysis of propaganda relating to evacuation. For each of the sources provided, discuss origin, message, audience and purpose. Pupils should summarise these and record them. Use I Do/ We Do/ You Do, with the analysis of the first source being fully I Do, before moving onto We Do/ You Do for subsequent sources.	evacuation countryside evacuees railway transport rural urban aerial bombardment cities Operation Pied Piper	Annotation/ explanation for each source. Summary response to enquiry question. Y6 explain what the desired effect of each poster would have been - and why.
6	How did the Second World War change the lives of British women?	Last Lesson: Last Term: (Y5) The Tudors (Y6) Civil Rights Last Year: (Y5): Anglo-Saxons Vikings in Yorkshire (Y6): Ancient Greece Early Islamic Civilisation	See detailed HSLT MTP	Community and Culture WW2 changed the lives of British women in the long term and the short term. Pupils should be able to name one short term consequence and one long term consequence.	Y5 RD.A Know and understand the impact of certain people and events from history. Y6 RD.A Know how to evaluate the impact of certain people and events from history.	Disciplinary Reading: Government article - Big Question: Why was the role of women in World War two significant? Explain to pupils that historians look at what changes over time and what stays the same. Explain that the role of women changed significantly as a result of the war. Show pictures or illustrations of women working in various roles during World War II, such as factory workers, nurses, and members of the military. Explain that this was very different to their role in society before the war. Use I Do/ We Do/ You Do to record what evidence these sources provide. "This source shows…" Lead a class discussion based on the following questions - annotate each of the questions on a mind map using I Do, We Do, You Do for each. There is a discussion text to support pupil knowledge - linked below. • *What were some of the challenges women faced during the war?* • *How did the war change people's perceptions of women's capabilities and roles in society?* • *What were some of the lasting effects of these changes on women's lives?*	women military workforce war effort traditional gender roles	Description of sources and an explanation of how the war changed the lives of British women. Y6 evaluate to what extent the war changed the lives of British women - focusing on how long term the changes were can support this.
7	Repair and Rebuild Lesson					Disciplinary Reading: Troops from the British Empire (BBC Bitesize)		