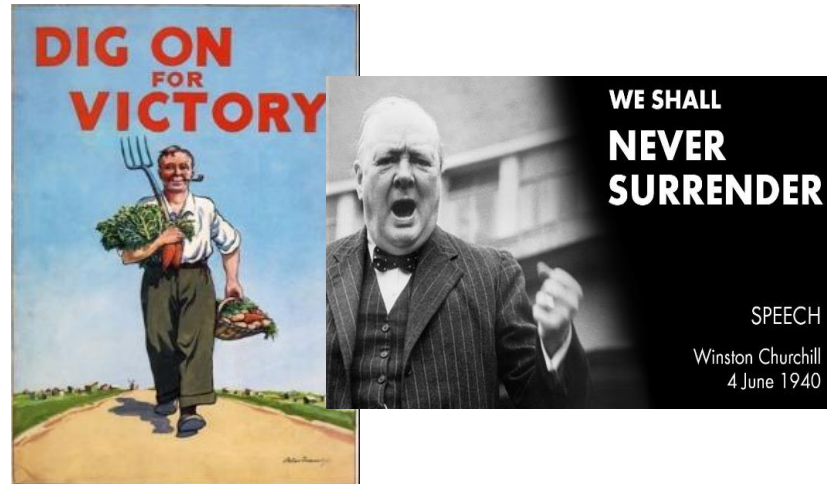


Class 6 Subject: History Umbrella: 'We'll fight them on the beaches!'
Project: A historical study of the key aspects of WW2
National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The British Values I will be demonstrating and deepening my understanding of will be: tolerance, rule of law, individual liberty



| | |
|---|--|
| By the end of this project, I will know the answers to these questions | |
| Big Question: How did WW2 impact Britain? | |
| When did WWI start? | 1 September 1939 |
| When did it end? | 2 September 1945 |
| CAUSE: What caused the start of WWII | Hitler invaded Poland from the west. Hitler broke the Treaty of Versailles |
| Who were the main political leaders? | UK - Neville Chamberlain & Winston Churchill USA - Franklin D Roosevelt & Harry Truman France - Charles De Gaulle Russia - Joseph Stalin Germany - Adolf Hitler Italy - Benito Mussolini Japan - Hideki Tojo & Emperor Hirohito |
| CHANGE & CONTINUITY: How did life change for women & children during WWII? What was life like for children? What were/are evacuees? What was food like? Why did people have to ration? How did people ration and what did they do to help with rationing? | Children were massively affected by WW2 - with nearly 2 million being evacuated and all children being subject to rationing. Children had to have gas mask lessons and were accountable for 1/10 of the deaths during the Blitz of London. Evacuees were children who had to leave their family homes during WW2; they were sent to live in smaller towns and villages with strangers. Many food items were rationed during WW2 including bacon, butter and sugar. This made eating very difficult during this period; foods were rationed to ensure the fair distribution of goods throughout Britain. To combat rationing people in Britain grew their own food sources - fruit and vegetables and much propaganda encouraged them to do this to help Britain survive the war. |
| HISTORICAL SIGNIFICANCE: Why was the role of women so vital during the war? | Many women during WW2 worked as nurses, drove delivery trucks, repaired airplanes and worked in munitions factories. Women were vital for keeping Britain running during the war whilst the men were fighting. |
| SOURCES & EVIDENCE: How did people survive during the Blitz? CAUSE: What happened in the Battle of Britain? What was an Anderson Shelter? | The Blitz was the heavy and frequent bombing on London and other British cities by Germany. To survive these attacks British people carried gas masks to protect against gas attacks; they also built air raid shelters in their gardens using scrap metal. All windows and doors were blacked out to make it harder for enemy planes to spot inhabited areas. The Battle of Britain is the name given to the effort by the Luftwaffe to gain air superiority over the RAF. The RAF lost many planes but also caused considerable damage to the Luftwaffe. Anderson shelters were half buried air raid shelters with earth heaped on top of them to protect from bomb blasts. |
| HISTORICAL SIGNIFICANCE: Why was the battle of Britain so important for British history? | Britain's victory in the Battle of Britain demonstrated the courage and resilience of the country's military and its people and allowed them to remain free from Nazi occupation. It also enabled the Americans to establish a base of operations in England to invade Normandy on D-Day in 1944. |
| HISTORICAL INTERPRETATIONS: Why is it so difficult to be sure what life was really like on the home front? CHANGE & CONTINUITY: If Britain was only a few days away from defeat in August 1940, how did they go on to win the battle of Britain a month later? | The use of propaganda during the time by the United Kingdom was used to reassure its population and to prevent the enemy knowing what life was like in Britain. The Battle of Britain took place between July and October 1940. The Germans began by attacking coastal targets and British shipping operating in the English Channel. They launched their main offensive on 13 August. Attacks moved inland, concentrating on airfields and communications centres. The battle was won by the Royal Air Force (RAF) Fighter Command, whose victory not only blocked the possibility of invasion but also created the conditions for Great Britain's survival, for the extension of the war, and for the eventual defeat of Nazi Germany. |
| What is propaganda? SIMILARITY & DIFFERENCE: How does propaganda compare to that of modern-day fake news? HISTORICAL INTERPRETATIONS: How did propaganda affect the emotions/morale of people in Britain? | Propaganda is a way of spreading ideas and influencing people. It played an important part in WW2 for both sides. It was designed to make the enemy seem more brutal and ruthless. It was used to increase the morale of people on one side and decrease the morale of people on the other side. Hitler used propaganda to show himself surrounded by adoring people to make him look like a great leader. |
| Greater Depth | Explain how propaganda was used by the allies and axis countries to affect the morale of opposition countries. Were men or women more important to Britain during the war - justify your answers. |



Skills I will require and apply:

- Research using books and the internet
- Comprehension of different text types
- Geographical skills to locate key locations
- Analysing different sources of historical evidence
- Investigate desired effects of propaganda

To hook me into this project I will:
 Evacuee day Beaumanor Hall,
Experiences that will help me remember:
 Visit Coventry Cathedral.
 Newarke Houses

| Vocabulary | Tier 2 and Tier 3 | | |
|--|---|--|--|
| Invasion - an instance of invading a country or region with an armed force. | Battle of France - the German invasion of France and the Low Countries during the Second World War. | Preparations - something done to get ready for an event or undertaking. | Altitude - the height of an object or point in relation to sea level or ground level. |
| Occupied - being used by someone. | Dunkirk - a coastal city in northern France | Diplomatic - of or concerning diplomacy. | Convoy - a group of ships or vehicles travelling together, typically one accompanied by armed troops, warships, or other vehicles for protection. |
| Territories - an area of land under the jurisdiction of a ruler or state. | Battle of Britain - a military campaign of the Second World War, in which the Royal Air Force (RAF) defended the United Kingdom (UK) against large-scale attacks by Nazi Germany's air force, the Luftwaffe. | tantamount | equivalent in seriousness to; virtually the same as. |
| Reich Chancellor - the traditional name of the office of the Chancellor of Germany. | Mainland - relating to or forming the main part of a country or continent, not including the islands around it. | Non-aggression pact | a treaty between two or more states/countries that includes a promise by the signatories not to engage in military action against each other. |
| Evacuation - the action of evacuating a person or a place. | Surrounded - encircle (someone or something) so as to cut off communication or escape. | transmitter | a set of equipment used to generate and transmit electromagnetic waves carrying messages or signals, especially those of radio or television. |
| Parliament - the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons | Withdraw - leave or cause to leave a place or situation. | reparations | the action of making amends for a wrong one has done, by providing payment or other assistance to those who have been wronged. the compensation for war damage paid by a defeated state. |



Life Skills

Persistence Well-being Health Resilience

Empathy Respect Responsibility Right and wrong

Metacognition

What am I being asked to do? Which strategies will I use? Are there any strategies that I have used before that might be useful?