



# Year Six Learning Journey Plan

Term - Autumn 2

Curriculum Theme - We'll Fight Them On The Beaches

Curriculum Drivers - History

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
History	<p><b>How to sequence events using a timeline</b></p> <p>Understand how Britain has changed and developed since settlements were created (Christian conversion/art and culture...) (Year 5)</p> <p>Know about significant events and people through different periods of history. (Year 5)</p>	<p>Understand how several aspects of national history are reflected in the locality. (Local history study).</p> <p>Understanding how local history has been affected by past events.</p> <p>Know about the major people and events from a period of history and the order in which they happen.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Summarise the major people and events from a period of history and the order in which they happened.</p> <p>Know the timeline of events in relation to WW2</p> <p>Know the key leaders of the main countries involved in WW2</p> <p>Know the events which caused Britain to declare war</p> <p>Know what life was like for a variety of people during this period</p> <p>Know about the importance of women for the success of Britain</p> <p>Know about the precautions which Britain had to take to survive this period</p> <p>Know what propaganda is and why it was used</p> <p>Know about significant events which occurred in Britain and across the world during the war</p>	<ol style="list-style-type: none"> <li>Children to recap on learning so far—mini quiz. Explain that in today's lesson we will follow on from the previous lessons learning to learn about one of the measures which the government had to put in place during WW2. Children will be learning about rationing, the reasons that Britain had to ration food, the impact that it had on the country, how it helped the armed forces, what foods were rationed and what Britain did to combat rationing. Children to use ration lists to establish a recipe for a dinner time meal using only things that were available during this time.</li> <li>Children to evaluate a range of historical sources—looking at accuracy and what message the resources give about the event. Show children two sources of information about the same event which evoke different emotions about the event. Discuss where the sources could have come from, why they evoke different emotions and which source they think is more reliable and why. Children to have a variety of sources to sort into a table deciding whether they suggest Britain is winning the war or losing the war. Once they have sorted their different information into the table children to sort each side into reliable and non reliable—children must justify their reasons for each.</li> <li>Children to investigate the importance of our local area for Britain winning the war. Children to research the top secret work which took place at Beaumanor Hall and Bletchley Park. Explain to children that they will be using a variety of code breaking techniques to decipher messages sent during the war. Children to follow the instructions given to decode the messages they are given.</li> <li>Children to identify the importance of the poppy for Remembrance Sunday. During the lesson children will learn about the symbol of the poppy as a sign of remembering those who gave their lives for us. Children to create their own poppies and write poems using the poppy as inspiration in preparation for a memorial.</li> <li>Recap learning about WW2 so far including all areas covered. In today's learning children will look at the ways that people protected themselves during WW2—children will already have experience of this from their D&amp;T work on Anderson Shelters. Explain that they will be learning about what it was like in an Anderson shelter, the things they would have had in there, what they were made of and how long they would have spent in them. Children to write a diary entry using the information they gather about Anderson Shelters.</li> <li>Children will combine learning about precautions taken including rationing, Anderson Shelters and evacuation to learn about propaganda. Explain what propaganda is and what its main job was during the war. Children to be given a variety of pieces of Propaganda from a variety of countries—in pairs children to discuss which country each piece is from and what message the propaganda is trying to promote. Children to design their own piece of propaganda to promote an important message for WW2 taking inspiration from propaganda they have seen. (2 weeks)</li> <li>Children to learn about significant events which took part around the world during WW2. In today's learning children will look at the holocaust and persecution of different people by the Nazi's. Starter: have two apples, which are the same. Describe one as the good apple explain where it is from why it is a good apple including the physical characteristics of the apple. Describe the other as the bad apple explain where it is from and why it is a bad apple including physical characteristics of the apple. Pass the apple around and get children to say something nasty to the apple. Children to see pictures of different characters and make decisions about whether they think they were a good apple or a bad apple justify their reasoning. Children to learn about the holocaust, who the Nazis persecuted, what they did to these people, why they did this to these people. (2 weeks)</li> <li>Children to recap learning so far from this unit. In today's lesson children to learn about the significant events which happened to end the war. Explain to children that America didn't join the war until later on—children to learn about pearl harbour and why this was such a significant event. They will also learn about D-Day and the significance of this event. What did these events lead to? Children to write an explanation of which event they think was the most significant event and why.</li> </ol>	<p><b>Children to take part in evacuee experience day at Beaumanor Hall and discover the role that our local area played in helping Britain win the war.</b></p>	<p><i>Invasion Occupied Territories Reich chancel-lor Evacuation Parliament Battle of France Dunkirk Battle of Britain Mainland Surrounded Withdraw Preparations Reparations Diplomatic Tantamount Non-aggression pact Transmitter Enigma Cypher Holocaust Persecution Concentration camps</i></p>