



Year Six Learning Journey Plan

Term - Autumn 1
 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>How to sequence events using a timeline</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</p>	<ol style="list-style-type: none"> 1. Give children a series of different events and different dates. Children match these dates and events together. Children to sort these into order to establish an accurate timeline of events from WW2. Children to identify key events from the events they have been given and justify their reasons for identifying what they consider to be the most important events. 2. Talk about when WW2 began and when it ended—in which parts of the world did it take place? Who were the leaders of the main countries involved? Did any countries change during the war? Children to carry out research about the different leaders and create a fact file about them. 3. Recap of previous lessons learning—mini quiz on the timeline of WW2 and the key leaders during the war. During this lesson children will be learning about the outbreak of war for Britain. Show children clip of Neville Chamberlain’s announcement to the nation—children to discuss how the people might have felt, how people might have heard the message, what caused him to make the announcement. Use a variety of sources to collect information needed in order to write a newspaper report about the day war was announced. Explain that today we will be using the information that they gained from the variety of sources to write a newspaper article for the day Neville Chamberlain announced war. Children to consider how people would have felt, when they would have heard it, where they would have heard it and where he made the announcement from. (2 weeks) 4. Children will be learning about evacuation and evacuees. Class discussion about what they think an evacuee is and why they think people may have needed to be evacuated. Explain to children that an evacuee is somebody who has to leave their home for a variety of reasons: in this instance, war. Children to take part in hot-seating activity acting as evacuees. Ask each other questions about evacuation and children consider the emotions of both children and their parents during this challenging period of time. Class discussion about what they may pack if they were to be evacuated. 5. Recap learning about WW2 so far including the time line, key leaders and evacuation. Explain that in today’s lesson they will be investigating the importance of women during WW2 and how their roles changed. Children to be given a table which has before the war during the war and after the war on it for men and women. Children to be given a list of jobs that would have been completed during this time. Children have to sort the jobs out as to whether they think they were done by men or women. Children research how the roles of women changed during the war and how important they became at this time using a range of sources. 6. Children to write a balanced argument using the information gathered in the previous lesson. Children consider the importance of both male and females during the war and who they think may have been more important to the success of Britain in the war. 7. Children to learn about significant events which took part in Britain during WW2 (The Blitz and The Battle Of Britain). Children to explain the impact The Blitz and The Battle of Britain had on our country. Discuss the fact that more people had to evacuate from their homes especially those in key cities. Discuss the measures that the leader of the country had to take to try and ensure the success of our country including rationing. Children to write an explanation about why winning the Battle of Britain was so important for Britain eventually defeating Germany. 	<p>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.</p>	<p><i>Invasion</i> <i>Occupied</i> <i>Territories</i> <i>Reich chancel-lor</i> <i>Evacuation</i> <i>Parliament</i> <i>Battle of France</i> <i>Dunkirk</i> <i>Battle of Britain</i> <i>Mainland</i> <i>Surrounded</i> <i>Withdraw</i> <i>Preparations</i> <i>Reparations</i> <i>Diplomatic</i> <i>Tantamount</i> <i>Non-aggression pact</i> <i>Transmitter</i> <i>Enigma</i> <i>Cypher</i></p>