

Key Stage Two National Curriculum 2014 History Medium term planning: Second World War
THE SECOND WORLD WAR (VIA THE 'SIGNIFICANT EVENT' or 'LOCAL HISTORY' NC 2014 STRANDS)

Planning begins on next page

RATIONALE/GENERAL NOTES:

From September 2014 the new National Curriculum for History becomes statutory. This allows study of a 'significant event' and also of 'a local history' study from after 1066 as shown in this planning, as follows (taken from NC 2014): *"a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (example given, non-statutory) a significant turning point in British history, for example, the first railways or the Battle of Britain"* or *"a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality."*

For 'significant events', there seems no reason why other events as well as the Battle of Britain such as the Blitz and Evacuation (or even the Second World War itself) can't be used and for this reason this planning unit has **two lessons each for Evacuation, Blitz and the Battle of Britain** as a hub for the whole WW2 topic. In addition, information is provided for the 'local history' approach if you choose that option and also a week for an in-school workshop from us at www.blitzschool.co.uk. For the supporting resources as listed in the right hand column, please see our website www.blitzschool.co.uk where you can download them along with many other resources tailored to the new National Curriculum for this and other periods of history such as the Victorians.

USING A BLITZSCHOOL WW2 WORKSHOP TO SUPPORT THE SCHEME:

Our Blitz School workshop offers an unrivalled WW2 experience based around a core theme of handling over 60 genuine WW2 artefacts such as gas masks (cleaned and guaranteed completely safe – the filters are actually recycled bean tins :) , evacuee items, various (completely safe) bomb parts and other blitz relics, many genuine documents, costumes, helmets and much more. This is surrounded by themed activities designed to extend pupil learning far beyond what can be achieved in class, such as blacking out windows in a race against friends, bandaging each other up using a real WW2 first aid instruction book and putting out pretend firebomb targets with a WW2 stirrup pump. Each workshop also starts with an all important interactive WW2 timeline with lots of acting and fun anecdotes. This is currently available to North West schools within an (approx.) 90 mile radius of Manchester and many more details of the workshop including photos and prices can be viewed at www.blitzschool.co.uk.



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NOTES IF USING THE 'LOCAL HISTORY STUDY AFTER 1066' OPTION:

If you are choosing to cover the topic via the local history route of the Sept 2014 new curriculum, this can be used as an overarching theme for all of these lessons, with activities such as a visit to a local area of WW2 interest, conducting family research and/or bringing in family memorabilia from WW2. We are also pleased to say that our [Blitz school workshop](http://www.blitzschool.co.uk) covers local history from whatever part of the NW where your school is based. For example, in Liverpool workshops, we talk extensively about the Liverpool Blitz, while in more rural workshops, we talk much more about the effects of evacuees coming into the local area.

WEEK	FOCUS AREA	SUGGESTED ACTIVITIES and CROSS CURRICULAR opportunities	RESOURCES, either on planning CD or via www.blitzschool.co.uk
1 and 2	<p>ENOUGH FOR TWO OR MORE LESSONS IF REQUIRED: Timeline/leaders/ the start of the war/the reasons for the war</p>	<ol style="list-style-type: none"> Assemble 20th century timeline as a class to see where WW2 fits in and copy into books – which events do pupils know about or need to research more? Watch the video 'live from the Warden's post from our Blitz school website and complete quizzes on it. Listen to Neville Chamberlain's speech from the start of the war and explain how he had been working hard to keep the peace for several years. Discuss how he must have felt to make the announcement Read the letter from a headteacher to pupils' parents in 1938, asking for them to come to build the shelter. Pupils could write a response or perform a drama of parents building the shelter Let pupils use the sheet 'questioning a WW2 character' to provoke further discussion and research about people involved in the war <p>CROSS CURRICULAR OPPORTUNITIES:</p> <p>ENGLISH: Diary – the first air raid siren sounded 10 minutes after the outbreak of war, write about it as if you were there / SPEAKING AND LISTENING: listen to Chamberlain's war declaration and record your own for classmates to listen to.</p> <p>MATHS: collect the numbers of those who took part in all nations and those who were either injured or killed, collate to gather a whole world cost of the war.</p> <p>GEOGRAPHY: research on which nations made up the Axis and Allies / colour a map of Europe in WW2 with the Axis and Allies at different stages.</p>	<p>A 20th century timeline WW2 poster pack 1938 headteacher air raid shelter letter massive ww2 wordsearch questioning a ww2 character Video 'Live from the Warden's post from www.blitzschool.co.uk video section</p>

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		ART: design a recruitment poster using posters from “WW2 poster pack” as examples .	
3	Evacuees and children in WW2 Lesson 1	<p>1. Internet research evacuation programme (also called ‘Pied Piper’) in which 2.5 million people including 825,000 children were evacuated commencing 31st August 1939</p> <p>2. Look at ‘evacuees item list’ and ask pupils to make their own lists of what they would take with them</p> <p>CROSS CURRICULAR OPPORTUNITIES:</p> <p>ENGLISH: write a letter from an evacuee using ‘evacuees writing lesson’</p> <p>DRAMA: write and perform a drama in small groups depicting different scenes in the evacuation process e.g. packing at home / arriving at the train station and saying goodbye / the train journey / arriving at the evacuation location</p>	Evacuation powerpoint Evacuees writing lesson Evacuees items list Evacuees photaset
4	Evacuees and children in WW2 Lesson 2	<p>1. Complete ‘A letter to the Queen’ writing lesson</p> <p>CROSS CURRICULAR OPPORTUNITIES:</p> <p>MUSIC: as the Queen’s (as Princess Elizabeth) broadcast was on the radio, listen and learn the lyrics to ‘obey your air raid warden’ and ‘I did what I could with my gas mask’ (a little cheeky and funny, ideal for older pupils)</p> <p>GEOGRAPHY: look at the major blitzed cities on a map or google earth e.g. London/Manchester/Liverpool and try to find where the best places would have been to have evacuated children to</p> <p>ART: design a poster about evacuation, persuading parents to evacuate children for their safety / design labels to put on clothes</p>	a letter to the queen writing lesson and the associated blog at http://balestrahistory.primaryblogger.co.uk/building-our-workshops/we-get-a-letter-from-the-queen/ also the associated audio file available on www.blitzschool.co.uk WW2 Song lyrics sheet
5	All areas of the topic, but also tailored to your particular significant event	Blitz school workshop – please see www.blitzschool.co.uk to make your booking (workshops are available to schools in the NW of England within 80 miles of Manchester and can be booked for any week in the topic)	

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6	Rationing	<ul style="list-style-type: none">• Explain rationing scheme and how it was necessary due to the sinking of Merchant Navy supply ships by German submarines. Ask pupils to make a list of what things they think were and weren't rationed, based on discussion about which items came from other countries e.g. <i>"I think that oranges were rationed because they come from hot countries"</i> follow up with internet research about exactly what and wasn't rationed• Complete 'clothes rationing challenge' activity, competing against class mates to buy clothes using ration coupons• Ask pupils to work through the activities for the BBC rationing website at: http://www.bbc.co.uk/schools/primaryhistory/world_war2/food_and_shopping/ (or just search google for 'BBC rationing')• Dig for Victory: If possible (start this at the beginning of the year or early spring), in an area of the school grounds or in pots grow some simple vegetables such as carrots or courgettes. Involve the children in the process: allow them to see that it takes a lot of maintenance! Discuss why the government wanted people to grow their own veg and fruit. Taste it and compare it to shop bought veg and fruit. <p>CROSS CURRICULAR OPPORTUNITIES:</p> <p>ENGLISH: write a letter to Winston Churchill asking him why rationing continued until 1953 – many people were extremely angry by this so ask him to explain his reasons. Then look up the reasons on the internet and write a reply from Churchill</p> <p>DRAMA: Write a small drama of grocery shopping in a greengrocers – can you show how disappointed people were with what was available to eat and also show how some people sold food through the black market?</p> <p>GEOGRAPHY: Research the countries in the world where a set of given foods come from e.g. bananas, oranges, spices and see how far ships would have had to travel in WW2 to bring them to Britain</p>	Food rationing crossword rationing clothes worksheet clothes rationing challenge worksheet
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		<p>ART: Design a WW2 propaganda poster to encourage people to 'dig for victory' or in support of rationing</p>	
7	Blitz lesson 1 (all tasks interchangeable with the next lesson, also on blitz)	<ul style="list-style-type: none"> Listen to the air raid sirens and look at the blitz photopack – how would it have felt to have been in an air raid? Write a list of sentence or keywords in a group and feedback to class Listen to song "obey your air raid warden" (youtube) and ask pupils why it was so important to do so, look at lyrics from 'WW2 Song lyrics sheet' and make a list of the duties of an air raid warden Complete discussion task from 'blitz KS2 discussion pack' in small groups and feedback the answers to the class <p>CROSS CURRICULAR OPPORTUNITIES: ENGLISH: write a diary account of being in an air raid or having to supervise an air raid as an air raid warden MATHS (if not already completed in lesson 1): collect the numbers of those who took part in all nations and those who were either injured or killed, collate to gather a whole world total DRAMA: write and perform a drama in small groups depicting different scenes in air raid shelters e.g. in the street, in the shelter, afterwards on seeing the damage GEOGRAPHY: Look up the most blitzed cities on google earth and find out why they were bombed (because most were industrial or near docks) are they still industrial today? ART/DT: Design and make a model Anderson Shelter SCIENCE: design and conduct a fair test to test materials to use as a blackout curtain</p>	Blitz KS2 discussion pack Blitz photopack blitz damage photoset blitz crossword WW2 Song lyrics sheet
8	Blitz lesson 2: writing focus	<p>CROSS CURRICULAR OPPORTUNITIES: ENGLISH: formal writing or poetry: Work through either 'Warden report lesson' or Complete recue poem lesson Alternatively, this air raid writing task as follows: Give children ten minutes to sketch a room in an air raid shelter (you must first have done work on this so that children have an idea of life in</p>	warden report lesson complete rescue poem lesson and audio file WW2 poster pack WW2 blitz photopack

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		<p>an air raid shelter) Discuss: how people spent their time in air raid shelters. Did they sleep? Did they talk? Did they play cards? Did they cook food? Did they sing? Did they read books or newspapers?</p> <p>Remember that, at the time of the Second World War, there were no small, portable radios; no Walkmans; no televisions; no computers or computer games.</p> <p>Label the sketch and add adjectives and adverbs for detail. Finally ask children to write a paragraph from the point of view of somebody within the shelter, carefully describing all the sights, sounds and smells.</p>	
9 and 10	<p>ENOUGH FOR TWO OR MORE LESSONS IF REQUIRED: Battle of Britain</p>	<ul style="list-style-type: none"> • Watch the powerpoint about the Battle of Britain and discuss • Ask pupils to come up to take turns at performing Churchill's speech – can they add expression like Churchill? • Make the paper spitfire model then follow on with one or more of these activities listed below <p>CROSS CURRICULAR OPPORTUNITIES:</p> <p>ENGLISH: writing opportunities as follows:</p> <ul style="list-style-type: none"> - A letter to a British or German pilot - A diary of a pilot - A letter to Churchill about the Battle - A letter to a pen friend from the point of view of a WW2 child watching the dogfights above London - Read 'the spitfire' and 'high flight' poems and write your own <p>MATHS: research the numbers involved, e.g. planes, casualties, firepower and write word problems based on these numbers e.g. "what was the total number of allied planes?"</p> <p>DRAMA: write and perform small freeze frames of radar control rooms, pilots 'scrambling', people watching the dogfights etc</p> <p>GEOGRAPHY: look at the places where the air battles took place – why was it mainly Southern England?</p> <p>ART: design a modern version of 'the few' poster</p>	<p>free model spitfire high flight pupil copy WW2 poster pack questioning a ww2 character Battle of Britain powerpoint Spitfire poem</p>
11	Women in WW2	<ul style="list-style-type: none"> • Work through the powerpoint 'Women in WW2' and the related 	women in ww2 powerpoint and research sheet

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		<p>questions and activities</p> <ul style="list-style-type: none">• Research the roles of women in WW2 using the research sheet <p>CROSS CURRICULAR OPPORTUNITIES:</p> <p>ENGLISH:</p> <p>MATHS: Research facts and figures from women's role in WW2. Use these to create a set of word problems as per Battle of Britain lesson</p> <p>DRAMA: Perform different scenes showing the roles of women in WW2</p> <p>ART/DT: Look at posters designed to recruit women in WW2 and design your own</p>	
12	VE Day	<ul style="list-style-type: none">• Hold a VE day party• Look up WW2 modern versions of ration recipes and serve at party• Make a WW2 board game to demonstrate your knowledge• Finish topic with WW2 quizzes, puzzles and crosswords	All where necessary