



Sacred Heart Primary School Curriculum Theme Plan

The Blitz. Year 6 Term 1



Rationale: In order to address the skills and knowledge as outlined in the national curriculum and the Sacred Heart Progression of Skills: History document. The topic of The Blitz is age appropriate for Year 6 and fits within the chronology of the rest of the History scheme of work at Sacred Heart.

Pre-Unit task: See attached.

Attention Grabber: Air raid siren/speech by Winston Churchill/A boy describes being bombed on BBC website

Class story time book: Time train to the Blitz, Sophie McKenzie or Friend or Foe, Michael Morpurgo or Goodnight Mr. Tom by Michelle Magorian

Learning Objectives:

- *use relevant dates and terms; sequence up to ten events on a time line*
- *write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation; know key dates, characters and events of time studied*
- *link sources and work out how conclusions were arrived at; consider ways of checking the accuracy of interpretations – fact or fiction and opinion*
- *recognise primary and secondary sources; use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out*
- *use a variety of ways to communicate knowledge and understanding including extended writing*

Curriculum Links: Writing opportunities

Overview:

Lesson 1: The Lights go out across Europe (again!) - How did WW2 begin?

Lesson 2: The Battle of France is over - Dunkirk and the Battle of Britain

Lesson 3: We shall fight them on the beaches – The Blitz begins and targets

Lesson 4: Number 12 platform, Waterloo – Evacuation begins

Lesson 5: Life in the cities – what was it like?

Lesson 6: Rationing

Lesson 7: Winston Churchill – what role did he play?

Lesson 8: Dig for Victory – Propaganda and morale

Lesson 9: How did the Blitz affect the war? British people and our history.

Lesson 10: The War ends – D-Day to VE-Day

SMSVC Links

- Exploring the moral implications of War – is there ever such a thing as a just war?
- Exploring the role religion and religious belief played in WW2 – briefly touching upon how Nazi Germany persecuted Jews and exploring their beliefs.
- Collaborative working when doing a play/creating a museum
- Exploring the legacy of WW2 on Henley and Britain as a whole.

Resources (found in Romans Topic Box)

Ration Books, Shell Dressing 1938
and Tourniquet, Enamel Air Raid
Wardens Sign, Record by Gracie Fields
and War-time Sheet Music. Car
Headlamp Deflector, Army Cap and
Sergeants Stripes, Khaki Torch, Pair of
War Office Issue Binoculars
Photos and Documents

Copies of fiction/non-fiction books

Opportunities for enrichment:

Trip to Grey's Court – Evacuee day – dress as an evacuee, learn songs and cook food – also learn about evacuees in Henley

Blitz play, Bombs and Blackberries – to present to parents and school

Blitz museum invitation to governors and other classes

Oxfordshire at War Oxfordshire Museums services – school day

Impact/Assessment

Most Children will: Describe aspects of the Blitz in significant detail and be able to explain the causes and effects of The Blitz on Britain and WW2. They will use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed and can distinguish between reliable and unreliable sources

Less Able Children will: Describe the main effects of the Blitz and recall some facts about the Blitz.

More Able Children will: Demonstrate a deeper understanding of the topic and recognise how Britain and Henley has been affected by the Blitz. They will be able to in detail discuss the role played by both Winston Churchill and by the individual. They will be able to use sources accurately and thoughtfully, distinguishing between fact, fiction and opinion and explaining these.



Progression in History Skills						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in find out about everyday lives of people in time studied compare with our life today lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum,	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to

			cartoons, etc.			different conclusions confident use of the library etc. for research
Historical Enquiry	<p>sort artefacts "then" and "now"</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>use a range of sources to find out about a period</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</p>	<p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p>	<p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum annotated photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>·select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p>	<p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms· work independently and in groups showing initiative</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>