

# ACET Junior Academies'

## Scheme of Work for history

### Unit 10: The Second World War



#### About this unit:

This unit provides pupils with the opportunity to study the Second World War as an aspect of British history which extends their chronological knowledge beyond 1066 and was a turning point.. Pupils will first of all consider the causes of the Second World War and what made it a world war, drawing links to the British Empire, before considering how the war affected ordinary people. Covering aspects such as evacuation and the Blitz Spirit, pupils will continue to build their source skills and comprehension of history being interpreted in different ways. Through studying the Kindertransport, pupils will also continue to develop their understanding of underlying theme of immigration to the British Isles while also learning about a sensitive and thought provoking topic which will form a foundation for study in Key Stage 3. Finally, in their local history study, pupils will have the opportunity to conduct their own research, acquiring an appreciation of how their locality has been affected by world events.

#### Unit structure

This unit is structured around five sequential history enquiries:

1. When and why was there a Second World War?
2. What can we find out from sources about evacuation during the Second World War?
3. What was the Blitz and was there a 'Blitz spirit'?
4. What was the Kindertransport?
5. How were people in our local area affected by the Second World War?

#### National Curriculum unit:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Second World War.
- A local history study.

#### Links to previous and future National Curriculum units

- The Victorians (Y5 HT2.1)
- Pupils have also learnt about immigration to the British Isles (Y4 HT1.1, HT2.1 & HT 3.1, Y5 HT 1.2 & HT2.1)
- KS3 - Challenges for Britain, Europe and the wider world 1901 to the present day.

## Enquiry 1: When and why was there a Second World War?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have used and produced timeline in previous enquiries. They have also studied a range of sources summarising and drawing inferences from them. Pupils have also considered the causes of events in the past.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The Second World War was fought between 1939 and 1945. There were lots of different causes leading to the outbreak of war. Countries around the world fought in the war - many soldiers from the British Empire fought on the side of Britain.</p> <p><b>Second order concepts:</b> (What students should understand) Chronology Causation</p>	<ul style="list-style-type: none"> <li>- Chronology - place current study on timeline.</li> <li>- Range and depth - know key dates of period studied.</li> <li>- Enquiry - use sources to find out about the past.</li> </ul> <p><b>Key concepts:</b></p> <p>AD/CE Causation Empire Conflict</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Place WWII on the class timeline and answer questions about when it was?</li> <li>- Identify the causes of WWII?</li> <li>- Summarise Chamberlain's speech?</li> <li>- Explain why WWII was a world war?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p> <p>Pupils could start by locating the Second World War on the class timeline - when was it? How long did it last? How long ago was it? Pupils could also mark the First World War on the timeline as a comparison. Pupils could then start to think up the Enquiry Questions they would like to add to the Enquiry Wall.</p> <p>Next pupils could look at the causes of the Second World War - there is an excellent short video by the BBC which outlines the steps to war. Pupils could then use listen to Chamberlain's announcement of the war - what does he say? How would you feel? Why?</p> <p>Finally, pupils could consider why it was a World War <i>NB. Remember here to make links to the British Empire - over 10 millions soldiers fought from Britain and her empire.</i> The Imperial War Museum has a Pathe news film called 'West Indies Calling'. You could also look at the poster 'Together' from Our Migration Story website.</p>		<p><b>Resources:</b></p> <p>Class timeline.</p> <p>Worksheet to accompany video outlining causes.</p> <p>Copy of Chamberlain's speech.</p> <p>Pathe news film 'West Indies Calling' and 'Together' poster.</p>	<p><b>Useful links:</b></p> <p>For background reading on teaching WWII: Barcey 'The Blitz: all we need to know about teaching WWII?', <i>Primary History 81</i>, Spring 2019.</p> <p>For a timeline of WWII: <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml">http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml</a></p> <p>For the BBC video outlining the causes: <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h</a></p> <p>For Chamberlain's speech declaring war: <a href="https://www.bbc.co.uk/news/av/science-environment-41505713/neville-chamberlain-declaration-of-war">https://www.bbc.co.uk/news/av/science-environment-41505713/neville-chamberlain-declaration-of-war</a></p> <p>For the West Indies Calling video: <a href="https://www.iwm.org.uk/collections/item/object/1060021318">https://www.iwm.org.uk/collections/item/object/1060021318</a></p> <p>For a copy of the 'Together' poster: <a href="https://www.ourmigrationstory.org.uk/oms/british-servicemen-from-around-the-world">https://www.ourmigrationstory.org.uk/oms/british-servicemen-from-around-the-world</a></p>	

## Enquiry 2: What can we find out from sources about evacuation during WWII?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should know that the Second World War started in 1939. They have also investigated sources in previous enquiries and have started to assess the reliability of sources.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Millions of children were evacuated from the towns and cities to the countryside during WWII. Evacuation was a big adventure for many of the children who had never left their homes before. The experiences of the evacuees differed from person to person. Sources although not always reliable, can still be useful.</p> <p><b>Second order concepts:</b> (<i>What students should understand</i>) Cause and consequence</p>	<ul style="list-style-type: none"> <li>- Range &amp; depth - examine causes of an event and the impact on people.</li> <li>- Enquiry - use a range of sources to find out about the past and to start to evaluate their reliability.</li> </ul> <p><b>Key concepts:</b></p> <p>Evidence Sources Reliability</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Describe what evacuation was and what caused it?</li> <li>- Make inferences from a range of sources about evacuation?</li> <li>- Start to evaluate the reliability of sources?</li> <li>- Write an account of what life was like for evacuees based on sources?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could start by looking at a picture source showing evacuated children (<i>use a picture(s) which show the children to be happy/excited</i>) - what can you see? Why is this happening? What questions would you like to ask the children? This could then lead an explanation of evacuation.</p> <p>Next, pupils could watch the BBC 'Hunting for History' video on using sources. Use this as a prompt to get pupils thinking about questions to ask about sources - who, when, why, what, where? Pupils could then split into groups and investigate a range of sources - what do they tell us about the experiences of children evacuated during the war? How did the lives of the children change? Are the sources reliable? Why?</p> <p>Finally, pupils could consider the evidence and use it to answer the enquiry question: 'What can we find out from sources about evacuation during WWII?'</p>		<p>Picture(s) of evacuated children with questions around.</p> <p>Hunting for History video.</p> <p>Range of sources - picture, written, posters etc about evacuation.</p> <p>Writing frame/example of an account using sources.</p>	<p>The Imperial War Museum has an outline of evacuation and a range of photos/posters: <a href="https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war">https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war</a></p> <p>For a range of radio clips on evacuation: <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-evacuation-index/zvs3scw">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-evacuation-index/zvs3scw</a></p> <p>For an evacuees' experiences: <a href="https://www.youtube.com/watch?v=OSYDBJAwYCI">https://www.youtube.com/watch?v=OSYDBJAwYCI</a></p> <p>For a range of sources from the National Archives: <a href="https://www.nationalarchives.gov.uk/education/resources/evacuation-to-shropshire/">https://www.nationalarchives.gov.uk/education/resources/evacuation-to-shropshire/</a></p> <p>For an excellent outline of how to use sources: <a href="https://www.youtube.com/watch?v=Wvgojxu2hp4">https://www.youtube.com/watch?v=Wvgojxu2hp4</a></p>	

### Enquiry 3: What was the Blitz and was there a 'Blitz spirit'?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have previously learnt that WWII started in 1939 and lasted until 1945. They also know that children and vulnerable people were evacuated from industrial areas due to the risk of bombing. In previous units, they have also looked at how interpretations can differ.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The Blitz was a series of bombing raids on Britain by the Germans which lasted for 8 months between 1940 and 1941. The aim of the Germans was to bomb the British so that they would give up. Raided centred on industrial areas of large cities. At the time, the government tried to show a 'Blitz spirit' but many historians have now said that this was a myth.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Cause and consequence Interpretations</p>	<ul style="list-style-type: none"> <li>- Range &amp; depth - know key dates and events of time studied.</li> <li>- Enquiry - use a range of sources to find out about the past.</li> <li>- Interpretations - understand that different versions may exist giving reasons for this.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Describe what the Blitz was?</li> <li>- Start to analyse sources considering the purpose of the source and possible uses?</li> <li>- Use evidence to evaluate two different interpretations and explain which interpretation they agree with and why?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<b>Key concepts:</b>		
		Propaganda Myth Censorship Industrial		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could start by watching the animation from the Literacy Shed - what can you see? Smell? Hear? How would you feel? What is happening? This could then lead onto an overview of the Blitz and what happened.</p> <p>Next, pupils could look at a range of images of the Blitz - for each one they could think about what it shows and provide it with a caption. They should also start to consider why the photographer chose to take a photo of that particular scene. Pupils could then consider which they think would have been published during the war (link in censorship) and which after the war.</p> <p>Finally pupils could be given the interpretation of the Blitz - Gardiner - pupils should then use the evidence to find evidence for and against the idea of the 'Blitz Spirit' - they could then produce an extended piece of writing explaining whether they agree with the idea of the Blitz Spirit or not.</p>		<p>Animation from the Literacy Shed - pupils could use whiteboards to record their ideas.</p> <p>Range of images showing the Blitz.</p> <p>Copy of Gardiner and Overy's views of the Blitz Spirit.</p> <p>Writing frame/WAGOLL for extended writing.</p>	<p>For background reading on the Blitz:  <a href="https://www.bbc.co.uk/teach/the-blitz-eight-months-of-terror/z7dyxyc">https://www.bbc.co.uk/teach/the-blitz-eight-months-of-terror/z7dyxyc</a>                      For short Blitz animation video:  <a href="https://www.literacyshed.com/war-and-peace-shed.html">https://www.literacyshed.com/war-and-peace-shed.html</a>                      For a video outlining the Blitz (links in evacuation):  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhw">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhw</a>                      For a Pathe news clip on what to do in a raid:  <a href="https://www.youtube.com/watch?v=mHep5WA9qqU">https://www.youtube.com/watch?v=mHep5WA9qqU</a>                      For pictures of the Blitz around Britain including Sheffield:  <a href="https://www.iwm.org.uk/">https://www.iwm.org.uk/</a>                      For a quote from Juliet Gardiner <i>The Blitz</i>, in favour of the Blitz Spirit:  <a href="https://www.bbc.co.uk/news/magazine-11213968">https://www.bbc.co.uk/news/magazine-11213968</a>                      For Churchill's 'Finest Hour' speech:  <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-churchill-their-finest-hour/z7nc382">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-churchill-their-finest-hour/z7nc382</a></p>	

## Enquiry 4: What was the Kindertransport?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils know that one of the causes of WWII was Hitler rising to power in Germany. They have also looked at reasons for immigration into Britain in previous units.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Jewish families pre-1939 were diverse. Persecution of the Jewish population by the Nazis increased over time and it was not just in Germany. The Kindertransport was organised to help some Jewish children escape persecution and come to Britain where they were safe. People like Nicholas Winton and Trevor Chadwick are considered heroes by the people they saved.</p> <p><b>Second order concepts:</b> (<i>What students should understand</i>) Chronology Cause and consequence. Significance</p>	<ul style="list-style-type: none"> <li>- Chronology - place events in chronological order.</li> <li>- Range &amp; depth - find out about behaviour and beliefs of people.</li> <li>- Enquiry - use a range of sources to find out about the past.</li> </ul> <p><b>Key concepts:</b> Immigration Persecution Refugee</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Make inferences from a source?</li> <li>- Put key events into chronological order?</li> <li>- Describe how persecution increased over time?</li> <li>- Explain what the Kindertransport was?</li> <li>- Explain why Winton and Chadwick are considered to be heroes?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p> <p><i>Before teaching this series of lessons, read the <a href="#">A Guide for Primary Teachers from the 'Holocaust Educational Trust'</a> and consider whether your pupils are emotionally mature enough to cover this topic.</i></p> <p>Pupils should start by considering the range of photos showing Jewish families pre Holocaust - what are they doing? Why do they think these photos were taken?</p> <p>Next pupils should consider the laws that were introduced by the Nazis - they should sort them into chronological order and then consider how persecution increased over time - they should consider how they would have reacted. It is important here to emphasise the reluctance of some countries to increase Jewish immigration.</p> <p>Pupils should then look at the story of Vera - start by considering her early life in Czechoslovakia before moving onto looking at Vera's experience of the Kindertransport.</p> <p>Finally, pupils could consider the involvement of Nicholas Winton and Trevor Chadwick - were these men heroes?</p>		<p><b>Resources:</b></p> <p>Images of Jewish families pre-1939.</p> <p>Cards outlining laws introduced by the Nazis.</p> <p>Copy of Vera's account and cards.</p> <p>Biographies of Nicholas Winton and Trevor Chadwick.</p>	<p><b>Useful links:</b></p> <p>For a 'Guide for Primary Teachers' on the teaching of the Holocaust: <a href="https://www.het.org.uk/primary">https://www.het.org.uk/primary</a></p> <p>All resources can be found on the Holocaust Educational Trust website along with lesson plans and guidance notes: <a href="https://www.het.org.uk/primary">https://www.het.org.uk/primary</a></p> <p>There are also a range of articles on teaching the Holocaust to primary aged children on the Historical Association website: <a href="http://www.history.org.uk">www.history.org.uk</a></p>	

## Enquiry 5: How were people in our local area affected by the Second World War?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils should have acquired an analytical narrative of the Second World War. In previous units they should also have started to acquire knowledge of how history has shaped their local area.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The Second World War was a also a local war which affected our local area and the people who lived there.</p> <p><b>Second order concepts:</b> (What students should understand) Change and continuity Significance</p>	<ul style="list-style-type: none"> <li>- Enquiry - use a range of sources to find out about the past, suggesting omissions and ways of finding out.</li> <li>- Organisation - select and organise information to produce structured work.</li> </ul> <p><b>Key concepts:</b></p> <p>Evidence Source Locality</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify an aspect of their local area which was affected by the Second World War?</li> <li>- Use a range of sources to research their chosen area of interest?</li> <li>- Organise their research to produce structured work?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>This is an opportunity for pupils to research their local area and how they were affected by the Second World War. They could:</p> <p>Research a local war memorial – how many local people are commemorated? Where did they fight? How did they lose their lives?</p> <p>Pupils could find out about a local monument eg. The Women of Steel statue in Sheffield – why was it erected? What did the women do? Why did it take them so long to be recognised?</p> <p>Some staff/pupils might have relatives who are willing to come into school to be interviewed about their memories of WWII. Otherwise, there are range of experiences from local areas on the BBC website - <a href="http://www.bbc.co.uk/history/ww2peopleswar">www.bbc.co.uk/history/ww2peopleswar</a></p> <p>The local archives/local history group may also be willing to come into school to speak to pupils about the war and their local area.</p>		<p>This will largely depend upon the local area and the chosen focus of study.</p>	<p>Cavendar, 'War memorials as a local history resource', <i>Primary History</i> 67 (summer 2014) For Commonwealth War Graves: <a href="https://www.cwgc.org/">https://www.cwgc.org/</a> For information about the Sheffield Blitz: <a href="https://www.sheffield.gov.uk/content/dam/sheffield/docs/libraries-and-archives/archives-and-local-studies/research/Blitz%20study%20guide%20v1-3.pdf">https://www.sheffield.gov.uk/content/dam/sheffield/docs/libraries-and-archives/archives-and-local-studies/research/Blitz%20study%20guide%20v1-3.pdf</a> For actual footage of Sheffield at war and the effect of the Blitz: <a href="http://www.yorkshirefilmarchive.com/film/sheffield-war">http://www.yorkshirefilmarchive.com/film/sheffield-war</a> For memoirs of WWII - search for the local area: <a href="https://www.bbc.co.uk/history/ww2peopleswar/stories/">https://www.bbc.co.uk/history/ww2peopleswar/stories/</a> For information on the Sheffield and Rotherham Blitz: <a href="https://www.joinedupheritagesheffield.org.uk/content/new-contributions/ww2-blitz-rotherham">https://www.joinedupheritagesheffield.org.uk/content/new-contributions/ww2-blitz-rotherham</a></p>	

## END POINTS:

### Knowledge and second order concepts:

#### Substantive knowledge:

*(What the children should know)*

This is not an exhaustive list but an outline of what might be expected:

- The Second World War lasted from 1939-45.
- The war affected all parts of society - not just the men who were called up to fight.
- Millions of children were evacuated - for some it was an adventure.
- Cities were bombed and people lost their lives - historians disagree over whether there was a Blitz spirit.
- Jews were persecuted by the Nazis and some Jewish children came to Britain on the Kindertransport.
- The war also affected our local area.

#### Second order concepts:

Children should start to have an understanding of:

cause and consequence  
change and continuity  
significance  
chronology

### Key concepts developed:

AD/CE	Evidence	Persecution
Causation	Immigration	Propaganda
Censorship	Industrial	Refugee
Conflict	Locality	Reliability
Empire	Myth	Source

### Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- place events on a timeline in relation to other periods of history they have studied.
- investigate a range of sources considering the purpose of the source and reliability.
- investigate different interpretations of the past.
- conduct their own research increasingly independently.
- Produce structured written work making use of key terms.

### The next step ...

This is the last unit of Key Stage 2 to focus in depth on a key turning point post 1066. It will have allowed children to build on their historical narrative of the British Isles while continuing to develop their historical skills and understanding of key concepts. It will also have laid the foundations for study at Key Stage 3 where these topics will form a basis of their study. In the next unit, pupils will move onto studying the Mayan. This will allow students to draw comparisons with a non-European society that contrasts with British history. Once again, pupils will continue to develop their source evaluation and enquiry skills. At this end of this unit, pupils will have the opportunity to investigate an historical mystery.