




Springdale First School






Imagine, Believe, Achieve

Year Group 4 / History / World War 2 and D Day

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Year 3:</p> <p>Children have learnt that Britain had a vast empire with lots of colonies around the world.</p> <p>They have learnt about war during Remembrance Day ceremonies.</p> <p>Tank Museum visits</p>	 <ul style="list-style-type: none">• Trip to Twynham village• Trip to Nothe Fort• Tank Museum• Grandparents to come and speak with the children• Resource box from Poole Museum• Virtual Museum tour: Imperial War Museums (iwm.org.uk)	<p>war, Germany, Blitz, D Day, air raid, bomb, evacuee, Hitler, Studland, Dorset, Kindertransport</p>

Enquiry Question – When was World War 2 and why did it happen?	Enquiry Question – World War 2: Whose War?	Enquiry Question – How did the war affect our local community?
Concept – Cause and consequence, Chronology Thread: War and conflict Enquiry skill: Questioning	Concept – Cause and consequence Thread: Empire Enquiry Skill: Researching	Concept – Cause and effect, similarity and differences Thread – War and Conflict Enquiry Skill: Researching
 <p>Children will understand that after WWI, Germany was blamed by UK, France, and USA for starting it and given a huge fine. Parts of Germany were given to Poland. The German people were very unhappy. Hitler came into power and reclaimed different areas, including invading Poland. Due to Peace Treaty after WWI, England then had to declare war.</p> <p>Tasks:</p> <p>Recall and Retrieve: Recall ideas about civil war (King Charles and Oliver Cromwell), fighting between England and France and Spain.</p> <p>Practise: (Substantiative) I know key events that lead to WW2.</p> <p>Students will learn about the events that lead up to WW2 and put them into order.</p> <p>Apply: (Disciplinary) I know the difference between a cause and a consequence. Students then discuss what the difference between a cause and a consequence is. They will colour code the events as a cause or consequence or neither.</p> <p>Deepen: Discuss ideas such as what would have happened in one of the causes didn't happen – would WW2 have started? Which do you think was the main cause and what was a secondary cause?</p>	 <p>Children will learn that people from all over the world fought in the world, this is due to other countries belonging to the British empire. Children will have studied different sources to draw their own conclusions.</p> <p>https://www.ourmigrationstory.org.uk/oms/british-servicemen-from-around-the-world</p> <p>https://blackpresence.co.uk/caribbean-women-in-ww2/</p> <p>https://www.iwm.org.uk/collections/item/object/1060021318</p> <p>Tasks:</p> <p>Recall and Retrieve: What can you recall about empire – Victoria and Roman empire?</p> <p>Practise: (Disciplinary) I know how to interpret different sources.</p> <p>Students will look at different sources (videos, posters etc.) to see that people from all over the world fought alongside Britain.</p> <p>Apply/ Deepen: Students will look at the role the empire played in supporting Britain and winning the war. Would they have won the war without this help?</p> <p>Why was it called WW2 when it was mainly fought in Europe?</p>	 <p>Children will have looked at war memorials to see the names of people who died or served in the war. They will use the website below to research any local people(Look for the Royal Horse Artillery). If possible, ask for any grandparents who may have been alive during this time to come and speak with the children about their experiences. Children will be able to talk about how some people's lives were the same and different.</p> <p>https://www.cwgc.org/find/find-war-dead</p> <p>All records Poole History Online – Photos of Anderson shelters in Poole Park, barrage balloons etc to use as evidence</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>Practise: (Substantiative) I know how key items from WW2.</p> <p>Children will learn what a barrage balloon, anderson shelter, allotment etc are. They will match pictures to definitions or write their own definitions for each one.</p> <p>Apply: (Disciplinary) I know how to interpret different sources. I know how to compare and contrast.</p> <p>Students will look at pictures from Poole today. They will then look at Poole pictures from the past. What is the same/ different?</p> <p>Deepen: Children will discuss the reasons for these changes in the past. How did this help/ protect Poole during the war.</p>

<p>Enquiry Question – What was the Blitz and how did it affect people?</p>	<p>Enquiry Question – What was life like as a child evacuee?</p>	<p>Enquiry Question – What was D Day and what part did Dorset play in it?</p>
<p>Concept – Cause and consequence, Similarity and differences Thread: War and conflict Enquiry Skill: Analysing</p>	<p>Concept – Similarity and differences Enquiry Skill: Researching</p>	<p>Concept – Significance, Cause and consequence Thread: Invasion Enquiry Skill: Researching</p>
<p> Children will study photos of the Blitz to understand what it was and the impact it had on London. The Blitz was heavy and frequent bombing attacks on London and other cities. Night after night, from September 1940 until May 1941, German bombers attacked British cities, ports and industrial areas. London was bombed every day and night, bar one, for 11 weeks. One third of London was destroyed.</p> <p>Children may also learn that England also bombed Germany during this period. If time, children may also learn about dropping the bomb on Hiroshima, Dresden, and Stalingrad.</p> <p>Coventry 1940 - https://www.iwm.org.uk/collections/item/object/205190921 Siege of Stalingrad 1942 https://www.iwm.org.uk/collections/item/object/205087005 Dresden https://www.iwm.org.uk/collections/item/object/205022578 Hiroshima 1945 https://www.iwm.org.uk/collections/item/object/205224217</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>Practise: (substantive) I know key words and dates relating to the Blitz. Children will learn key words such as Blitz, bombs, when it happened and check their understanding of these facts through T or F or tick list activity.</p> <p>Apply: (Disciplinary) I know how to interpret evidence. I know the consequence of The Blitz. Children will then look at pictures of London during the Blitz and talk about how it impacted the lives of citizens.</p> <p>Deepen: How would you feel if you were alive during the Blitz? Class discussion.</p>	<p> Children will learn that during WW2 and the Blitz, children were shipped out of London to live in the countryside to be safe. Children were given name tags and a gas mask in case of emergencies.</p> <p>Children will also learn about the Kindertransport (1938) where children in German occupied territories were evacuated, these were mainly Jewish children. During this time, England took about 10,000 children.</p> <p>Tasks:</p> <p>Recall and Retrieve: What was life like for a Victorian child? (Year 3)</p> <p>What was the Blitz? What facts can you remember?</p> <p>Practise: (substantive) I know key words and dates related to child evacuees.</p> <p>Children will learn key words, dates, facts relating to child evacuees and answer T or F questions to check understanding.</p> <p>Apply: (Disciplinary) I know the consequence of the Blitz on children in London. Children will learn about why children were evacuated and the positive and negative things about this.</p> <p>Children will look at pictures of evacuees and discuss what they see and how this impacted on their lives.</p> <p>Deepen: Children can write about whether they think evacuations was a good idea or not and justify their ideas. Class discussion.</p>	<p> D Day was the final big push to try and drive German forces out of France. Over 150,000 troops landed in Normandy, departing from ports along Hampshire and Dorset. They rehearsed this landing in activities known as Exercise Smash on beaches near Studland. Nothe Fort is where many leaders watched as practice drills were rehearsed. Twynham village had to be evacuated. This area was chosen due to the similarities in beach and water of Normandy.</p> <p>Tasks:</p> <p>Recall and Retrieve:</p> <p>Practise: (substantive) I know key information about DDay.</p> <p>Children will learn key facts about DDay such as what it was, when it happened, who was involved, number of people etc. Check understanding through T or F, cloze passage etc</p> <p>Apply: (Disciplinary) I know why Studland and Poole was significant to D Day's success.</p> <p>Students will look at pictures of Poole harbour, studland beach, Nothe Fort, Twynham Village etc to understand the importance of the local area in preparation for D Day. Label different pictures to explain the importance to D Day.</p>

