

Goodnight Mr Tom

<p>Main Subject Focus History</p> <p>Key Vertical Concepts Taught Continuity and Change</p>	<p>Intent: Why?</p> <p>To gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will continue to develop our understanding of British, local and world history by establishing clear narratives within and across the period of the Second World War.</p> <p>This topic will inspire our curiosity to know more about the past.</p> <p>To develop our understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Links to prior and wider learning</p> <p>To build upon knowledge of developments in technology and industry learnt about during an in-depth study of the Victorians and Space Exploration.</p> <p>To build upon knowledge of countries and continents.</p> <p><i>Phineas Fogg, Expedition Europe, Out of this World</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 		
<p>By the end of this unit, pupils will learn:</p> <ul style="list-style-type: none"> Causes of WWII Evacuation The Blitz Life on the Home Front (Propaganda, Rationing, Dig for Victory etc.) Antisemitism End of WWII (inc. Pearl Harbour and VE Day) 		
<p>Year 5</p> <ul style="list-style-type: none"> Uses timelines to place and sequence local, national and international events. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Sequences historical periods. <ul style="list-style-type: none"> Identify some social, cultural, religious, and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied. <ul style="list-style-type: none"> Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others. <ul style="list-style-type: none"> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. <ul style="list-style-type: none"> Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience 	<p>Year 6</p> <ul style="list-style-type: none"> Uses timelines to place events, periods and cultural movements from around the world. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline. <ul style="list-style-type: none"> Chooses reliable sources of factual evidence to describe: culture and leisure activities; clothes, way of life and actions of people; religion and attitudes; things of importance to people. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies. <ul style="list-style-type: none"> Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history <ul style="list-style-type: none"> Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources. <ul style="list-style-type: none"> Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms. 	
<p>Wider curriculum links:</p> <p>Art- Propaganda Poster design https://www.iwm.org.uk/learning/resources/second-world-war-posters</p> <p>RE- Judaism</p> <p>D&T- healthy eating, food technology</p>		
<p>Key Texts:</p> <p>Good Night Mr Tom, Rose Blanche, The day Hitler stole pink rabbit, Letters from the light house , My war diary by Flossie Albright , Diary of Anne Frank</p>		
<p>Key Vocabulary/ Etymology</p> <p>allies, enemies, dictatorship, democracy, invasion, rationing, evacuees, Homefront, industry, society, propaganda, ideologies, morale, victory, shelter, persecute, persecution, declare, declaration, conquer, surrender, evacuate, resistance, war, resolution</p>		
<p>Wow moment- Duxford War or Imperial War Museum, Home Front day – life as a child during WW2, Rationing food tasting</p>		
<p>School Values- Courage and Excellence- Courage shown by those who lived through and fought in the war and the excellent resolve shown by our people</p> <p>British Values- Rule of Law and Individual Liberty- Focus upon the different types of rule seen in WW2 and consider how our individual and collective freedom was fought for</p>		