



Year 6 History Overview

Bill Quay during WW2.


What was it like to have lived through WW2 if you were a child in Bill Quay?

Introduction

In this unit, pupils will build on their knowledge learnt in Year 3 about our locality in the past and focus on one key period in time: World War 2. Prior to this, they will have studied a short unit focusing on the main physical and human characteristics of Germany. Pupils will begin the topic with an overview of the events leading up to the outbreak of WW2 and then focus on the Blitz and the Home Front and how it impacted the lives of children attending Bill Quay School. Pupils will use the school log book and a range of other sources, such as oral history to: develop their enquiry skills; find comparisons between events in their own locality and nationally, such as the Blitz, and experiences of evacuation; and select and organise historical information. They will investigate how the Blitz related to the rest of the war through comparing the experiences other people in other cities, such as Dresden and Stalingrad.

1933 Adolf Hitler becomes the Chancellor of Germany.	1936 Germany and Italy form the Rome-Berlin Axis treaty.	1937 Japan invades China.	September 1939 Poland was invaded by Germany and Britain declared war.	May 1940 Winston Churchill becomes Prime Minister Germany takes over much of Europe.	August 1940 The Battle of Britain begins	June 1941 Germany attacked USSR.	September 1940 The Blitz Germany begins bombing cities, dock yards and factories.	December 1941 Japan attacks Pearl Harbour. America joins the Allies.	June 1944 D- day and the Normandy invasion.	May 1945 Germany surrenders to the Allies. 8 th May: VE Day.
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Year 6: Our Locality

What children should already know:	Vocabulary		Historical Skills and Enquiry
<ul style="list-style-type: none"> • Key features of the local area. • Land use of our locality. • How our area has changed since our school was built. • The main industries along the Tyne. • The physical and human features of Germany. • Where Germany is on a map. 	<ul style="list-style-type: none"> • Blitz • Barrage balloon • Evacuation • Evacuee • Home Front • Blackout • Appeasement 	<ul style="list-style-type: none"> • Billeting officer • Propaganda • Gas mask • Axis • Allies • Pact • Treaty • Home Guard 	<p>Key focus: Historical Enquiry</p> <ul style="list-style-type: none"> • Select and organise historical information. • Note connections, contrasts and trends over time. • Understand changes within a period. • Establish clear narratives within and across periods. • Analyse a range of source material to promote evidence about the past.
By the end of this unit, children will know:	National Curriculum Link		Images
<ul style="list-style-type: none"> • That there are similarities and differences between people's experiences of WW2. • How the Blitz relates to the rest of the war. • Key events of WW2. • How our knowledge of WW2 is constructed from a range of sources. • The role of different people from Britain and around the world. • About the use of propaganda. • Key features of the Home Front. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 		

Unit Overview (11 weeks)

<u>Key Questions</u>	<u>Pupils will learn:</u>	<u>Activities:</u>	<u>Resources</u>
		Introduction/stimulus to topic: Historical actor visit (half day)	That History Bloke
Why did Britain have to go to war in 1939? Whose war was it?	Why Britain went to war. The role of people involved in the war.	Pupils learn the sequence of events leading to the Second World war before a role-play debate in which they exchange well-rehearsed arguments verbally in the House of Commons and then write tight summaries of the key arguments for both sides. Investigate the role of people from the British Empire from a range of websites and plot on a map. Overview of the main events of WW2.	Key Stage History Key Question 1 Commonwealth War Grave Commission, 'Forces'. Available at: https://www.cwgc.org/history-and-archives/second-world-war/forces . Horrid Histories TV programme West Indies Calling (Ministry of Information film) Our Migration story (National Archives)
What was the Blitz? How did it relate to the rest of the war?	The distinctive characteristics of the Blitz.	What was the Blitz? When did it happen? Why? What was the significance of the Blitz? How do you think it affected people at the time? Why do you think it is still remembered? Return to the timeline and the key events from the start of the war and discuss how the Blitz relates to this. Did bombs only drop on Britain? Children will research information about the Blitz as well as the bombing of Dresden, Hiroshima and Stalingrad. How similar/different was the Blitz to other events?	National Archives (n.d.) 'What was the Blitz? Why did it happen?'. Available at: http://www.nationalarchives.gov.uk/education/homefront/bombing/blitz/default.htm
What was evacuation? What was it like to be a child in WW2 living in Bill Quay? Why were children evacuated from Bill Quay?	The reasons for evacuation. What the Phoney war was. What propaganda was.	Introduce the idea of evacuation through a zones of inference activity (Key Stage History KQ2) What was evacuation? Present children with extracts from the school log book. Were children evacuated from Bill Quay? When? Why do you think this is? Why did they come back and then leave again? Focus on key dates from the extracts. Look at the data from Key Stage History KQ2. Use the data from the graph to question pupils' understanding of evacuation. Establish that children were evacuated in 1939 and many returned, and then were evacuated again. Given what they have learnt about key dates and events from previous lessons, can they suggest why this was? Introduce the idea of the Phoney war and refer back to the Blitz.	Key Stage History Key Question 2 https://www.britishpathe.com/video/dont-bring-the-children https://www.britishpathe.com/video/evacuating-the-children Newspaper articles, posters

<p>How did the government persuade parents to send their children away?</p>		<p>Investigate the propaganda surrounding evacuation and the reasons behind this. Can children write their own voice overs to a Pathe film about evacuation? Can they write their own newspaper report?</p>	
<p>What happened to children who were evacuated from Bill Quay? How does this compare with other childhood experiences?</p>	<p>People may have different experiences of evacuation.</p>	<p>Invite a resident into school to talk about what it was like to have been evacuated from Bill Quay to Carlisle during the war. How did they feel leaving? Where did they live? What did they do? When did they return?</p> <p>Is one story enough to tell us what it was like to be an evacuee? Compare accounts with other evacuees' stories from websites. How do the experiences of evacuee in fiction (eg Goodnight Mr Tom) compare with evidence from real life experiences?</p> <p>Investigate the Kindertransport children: who were they? Whole class discussion of photograph of the statue of the Kindertransport children at Liverpool Street Station. What does it tell us? What do we need to find out? Examine conditions in Germany prior to the Kindertransport of 1938 and how it took place.</p>	<p>BBC: Children in WW2 clip</p> <p>London Remembers (2006) 'Statue. Kindertransport'. Available at: https://www.londonremembers.com/memorials/kindertransport</p> <p>Holocaust Education Centre: Journeys booklet (£5)</p>
<p>How was Britain able to stand firm against the German threat?</p>	<p>About key features of resistance in Britain and the use of propaganda.</p>	<p>Key Stage History lesson KQ3 (The Home Front)</p>	
<p>What was the impact of the war on Bill Quay?</p>	<p>Our knowledge of the impact of the war is constructed from a range of sources.</p>	<p>Use a variety of sources to investigate how the war impacted on Bill Quay:</p> <ul style="list-style-type: none"> • Use the war memorial in Bill Quay Church to investigate names and locate where soldiers were killed using the Commonwealth War Graves Commission. • Use the logbook to find information about how children at school prepared for war. Where were the air raid shelters situated? • Invite an elderly resident to talk about their experiences of living in Bill Quay during the war. • Use newspaper clippings, extracts from written sources to compare similarities and differences between people's experience of war. 	<p>Logbook</p> <p>Memorial plaque</p> <p>Residents</p> <p>https://www.flickr.com/photos/davewebster14/2553873463</p> <p>https://www.findmypast.co.uk/1939register/barrage-balloons</p>

		<ul style="list-style-type: none"> Investigate the use of Barrage Balloons and where they were located. Can the remains of them still be seen? 	
		Class visit to Tyneside Cinema to create a newsreel.	
How similar to WW2 are the experiences of children in wars today?	To compare and contrast experiences of WW2 with war today.	How similar to World War II are the experiences of children in wars today? As a class investigate a situation in the world today where children have been affected by war. Compare and contrast their experiences with children in World War II.	
When was the most dangerous time to live?	Note connections, contrasts and trends over time.	<p>When was the most dangerous time to live? What dangerous times can we think of at different times in the past? What was it like to be there? Use the class timeline to recap on previous topics throughout KS2.</p> <p>Identify two or three events from different times that they want to compare with the period related to the Blitz.</p> <p>Identify pictures representing the conflict and use these to raise questions that they can use for research or to revisit previous work, e.g.:</p> <ul style="list-style-type: none"> - What led to it? - What happened? - How did it affect people's lives? - How well does the picture tell us this? 	