



May we give them roots to grow and wings to fly.



## Our Curriculum – Medium-Term Planning

<b>Term and Year:</b>	<b>Autumn 1</b>
<b>Class:</b>	<b>Year 6</b>
<b>Subject:</b>	<b>History</b>
<b>Key Unit Question:</b>	<b>What was Durham like in the war?</b>
<b>Memorable Experience:</b>	<b>DLI – Durham’s Duties Heugh Battery Museum - Hartlepool</b>

### Vocabulary that will be taught:

Air Raid: a bombing attack where explosives are dropped from aircraft onto the ground

Allies: the group of countries that fought against Germany, Italy and Japan in WW2

Armistice: A pause in fighting brought about by agreement between two sides

Blackout: a time when all lights must be turned off or covered to make it hard for the enemy to see targets

Blitz: a severe or sudden attack – the German air raids on Britain in 1940

Conflict: A serious disagreement or argument

Evacuation: the process of sending children to live in the country during war time

Propaganda: a form of communication to distribute information designed to make people feel/believe things

Rationing: allowing each person to have a limited amount of food/commodities in short supply

War: when countries or other large groups or people use weapons to fight each other

### National Curriculum Objectives:

- a local history study

### Rationale:

At Easington C of E Primary School, we want children to explore who they are by learning about their local heritage and the community in which they live. The concept of conflict is one which children have come across a number of times, particularly in the KS2 History curriculum. Many children see the concept of war on the news and have discussions in the classroom with their peers so we feel that by providing children with factual information and a safe space to explore controversial topics, such as war, we will prepare them for environments in which they may have to explore these concepts further. Children have come across ‘war’ throughout their time at our school each year for Remembrance Day and so this unit will help them to make sense of their prior learning whilst also preparing them for studying war which they will inevitably come across in Key Stage 3.

### Prior Knowledge:

Children have explored the concept of conflict and disaster throughout their time in our school. It has been woven through the curriculum in an appropriate way from EYFS through to Year 6.

Children have learned about and celebrated Remembrance Day also in an age-appropriate way each year that they have been in our school and this unit of work will help children to piece together prior learning.

This year also sees the 110<sup>th</sup> anniversary of the beginning of World War One, the 80<sup>th</sup> anniversary of the D-Day landings (June 2024), and the 80<sup>th</sup> anniversary of VE Day (May 2025) all of which we will be marking in school.

### What do we intend pupils to know and be able to do at the end of this unit?

#### Substantive knowledge:

- I know how each world war began
- I know how the Bombardment of Hartlepool changed people’s perception of war
- I know what Durham was like in the war

#### Disciplinary knowledge:

- I can confidently use the internet for research
- I can form my own opinion about a historical event from a range of sources
- I can present information in an organized and clearly structured way



Key lesson questions		Activities/Key points
Lesson 1	<p><b>How do World Wars start?</b></p> <ul style="list-style-type: none"> <li>I can compare the events of the two wars</li> <li>I can identify similarities and differences between the two world wars</li> <li>I can recognise that not everyone shares the same thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Watch the video on the events that led to Britain declaring war on Germany (<a href="https://www.iwm.org.uk/history/how-the-world-went-to-war-in-1914#:~:text=Germany's%20invasion%20of%20Belgium%20tipped,Britain%20declared%20war.">https://www.iwm.org.uk/history/how-the-world-went-to-war-in-1914#:~:text=Germany's%20invasion%20of%20Belgium%20tipped,Britain%20declared%20war.</a> )</li> <li>Children to discuss what they think were the main reasons for the start of the war</li> <li>Put together a timeline for the main events during WWI – use iPads to help</li> <li>Listen to the Voices of the First World War podcast – <a href="https://www.iwm.org.uk/history/voices-of-the-first-world-war-outbreak-4-august-1914#:~:text=After%20weeks%20of%20speculation%20and,Germany%20on%204%20August%201914.">https://www.iwm.org.uk/history/voices-of-the-first-world-war-outbreak-4-august-1914#:~:text=After%20weeks%20of%20speculation%20and,Germany%20on%204%20August%201914.</a></li> <li>Children to identify similarities and differences between recollections - are these trustworthy sources?</li> <li>Listen to the declaration of War on Germany in 1939 – <a href="https://www.iwm.org.uk/history/how-europe-went-to-war-in-1939">https://www.iwm.org.uk/history/how-europe-went-to-war-in-1939</a></li> <li>How are the declarations similar/different?</li> <li>Children to discuss what they think were the main reasons for the start of this war</li> <li>Put together a timeline for the main events during WWII – use iPads to help</li> <li>Consider the opinions of people in Britain - <a href="https://www.bbc.com/historyofthebbc/100-voices/ww2/country-at-war/">https://www.bbc.com/historyofthebbc/100-voices/ww2/country-at-war/</a></li> <li>Children to identify similarities and differences between recollections - are these trustworthy sources?</li> </ul>
Lesson 2	<p><b>What was it like to live in Britain during the wars?</b></p> <ul style="list-style-type: none"> <li>I can understand that life changed during the war</li> <li>I can describe how some of these changes affected life today</li> <li>I can confidently use the internet for research</li> </ul>	<ul style="list-style-type: none"> <li>2-page spread – 1 page Life in Britain during World War 1, other page Life in Britain during World War 2</li> <li>Children to use iPads to research life in Britain during these two periods</li> <li>Consider: propaganda, rationing, air raids, women’s roles – Women’s Land Army, evacuations (WW2), the Blitz (WW2), Home Guard (WW2)</li> <li>Websites: <ul style="list-style-type: none"> <li><a href="https://www.iwm.org.uk/history/voices-of-the-first-world-war-life-on-the-home-front#:~:text=It%20was%20very%20difficult.,also%20began%20terrorising%20the%20population.">https://www.iwm.org.uk/history/voices-of-the-first-world-war-life-on-the-home-front#:~:text=It%20was%20very%20difficult.,also%20began%20terrorising%20the%20population.</a></li> <li><a href="https://www.painsley.co.uk/files/hcihmcl/history/paper_2_revision/revision_notes/Britain%201890-1918%20(WWI).pdf">https://www.painsley.co.uk/files/hcihmcl/history/paper_2_revision/revision_notes/Britain%201890-1918%20(WWI).pdf</a></li> <li><a href="https://www.bbc.co.uk/bitesize/articles/zytsb7h">https://www.bbc.co.uk/bitesize/articles/zytsb7h</a></li> <li><a href="https://libguides.bodleian.ox.ac.uk/ww1-sources/childrenandfamilylife">https://libguides.bodleian.ox.ac.uk/ww1-sources/childrenandfamilylife</a></li> </ul> </li> </ul>
Lesson 3	<p><b>What was the Bombardment of Hartlepool?</b></p> <ul style="list-style-type: none"> <li>I can distinguish the difference between primary and secondary sources</li> <li>I can form my own opinion about a historical event from a range of sources</li> <li>I can ask historically valid questions</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=OyaleRoytBc">https://www.youtube.com/watch?v=OyaleRoytBc</a></li> <li>Discuss – How did the Bombardment of Hartlepool change people’s perception of war?</li> <li>Blown up pictures (appendix one) on tables. Children to explore pictures and write questions or thoughts on post-it notes.</li> <li>Highlight where pictures are on a map from 1914 – using an overlay, mark buildings and put over the top of 2017 map. (appendix two)</li> <li><b>VISIT – Heugh Battery Museum</b> - Children to follow a trail around Hartlepool Headland to find the buildings from the pictures. They are to compare the buildings to the pictures.</li> <li>Children to take pictures of the buildings now to compare to the pictures they looked at in the starter and record any questions they may have about the buildings.</li> <li>Consider the following key questions: How do we know that that is the building in the picture? What is the same on the building? What has changed on the building? Why do you think this has stayed the same/changed?</li> </ul>
Lesson 4	<p><b>What was the Durham Light Infantry?</b></p> <ul style="list-style-type: none"> <li>I can ask a range of questions about the past</li> <li>I can choose reliable sources of evidence to answer questions</li> <li>I can present information in an organized and clearly structured way</li> </ul>	<ul style="list-style-type: none"> <li>Background - Meanwhile, 1st Battalion moved to India in 1902 and remained there throughout the First World War (1914-18). 2nd Battalion had been back in Britain for 12 years by the outbreak of war, and so it deployed straight to France in September 1914. It remained on the Western Front until the Armistice in November 1918. The regiment earned 59 battle honours and won six Victoria Crosses, but at the cost of 12,006 dead. When officers are included this rises to approximately 12,530 – the 10th highest of any of the infantry regiments of the British Army.</li> <li><b>VISITOR – DLI – Durham’s Duties Workshop</b></li> </ul>



Lesson 5	<p><b>What was Easington like in the war?</b></p> <ul style="list-style-type: none"> <li>I can investigate my own line of enquiry by posing questions to answer.</li> <li>I can use a range of sources to find out about an aspect of time in the past</li> <li>I can select an aspect of study to make a display</li> </ul>	<ul style="list-style-type: none"> <li>Recap any information learned last week about Easington in the War from DLI</li> <li>Focus specifically on Air Raid Shelters in school grounds (Open? See JA)</li> <li><a href="https://www.iwm.org.uk/history/what-to-do-during-an-air-raid">https://www.iwm.org.uk/history/what-to-do-during-an-air-raid</a></li> <li>As a class discuss what protection could have been taken during an air raid             <ul style="list-style-type: none"> <li>what will people have done</li> <li>where will they have hidden</li> <li>look at the gas mask and discuss how and why it was used</li> <li>discuss why the shelters were useful</li> </ul> </li> <li>Choose a shelter and research it putting together an information sheet about it to share with the class</li> </ul>
Lesson 6	<p><b>Why do we remember the war?</b></p> <ul style="list-style-type: none"> <li>I can select an aspect of study to make a display</li> <li>I can use a variety of ways to communicate knowledge and understanding</li> <li>I can confidently present my findings after a unit of study</li> </ul>	<ul style="list-style-type: none"> <li>Explore BBC Bitesize: How do we remember World War One? <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zh4wpg8#zrcrr2p">https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zh4wpg8#zrcrr2p</a></li> <li>How can we remember World Wars? Children to plan/create something to remember the wars. Could children plan an event for the rest of school on Remembrance Day? (Courageous Advocacy – Link)             <ul style="list-style-type: none"> <li>Remembrance services</li> <li>Poppies</li> <li>Poems/Paintings</li> </ul> </li> </ul> <p>* Does Easington Village have a War Memorial? (Easington Colliery does) – Where would you put a war memorial in our village? *</p> <p><b>Extension: Can war ever be justified?</b> Discuss various causes of conflict and whether wars can ever be justified (humanitarian issues etc) Link intolerance to WWII and explore why British Values are important to ensure we are good British and global citizens and the importance of equality</p>
Lesson 7	<p style="text-align: center;"><b>What was Durham like in the war?</b> End of Unit Assessment / Knowledge Harvest</p>	