Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – World War II (Year 5)

• Unit Title:
To what extent did World War II impact and change Newcastle-under-Lyme?

Intent (II. Unit Overview):
The classroom will be in darkness and a siren will be played, the children will then go under their tables (safely). The sound of bombs will be heard, then the all clear will sound. Discuss with the children what they felt during that moment. Why did they feel like this? What would children in the past do if they heard the sound? What did it signal? Share with the children the idea that this was a common event during the war and that the children of this school would have worn a gas mask. Why did they do this? How do you think this made children feel? Why? Explain how you would have felt wearing one? Why? Then discuss and share the idea of air raid shelter. Show images of different ones and then take the children to the school shelter (ask PN to help with the children while taking them to the basement areas).

- **Conceptual Lens**

Main Concepts:	Secondary Concepts:
• Evidence (H) • Perspective (H) • Conflict (H)	• Continuity and Change (H) • Chronology (H) • Similarity and difference (H)
• Movement (G) • Location (G) • Place (G) • Space (G)	
• Line and tone (A)	• Similarities & differences (A) • Perspectives (A)

- **Web Strands**

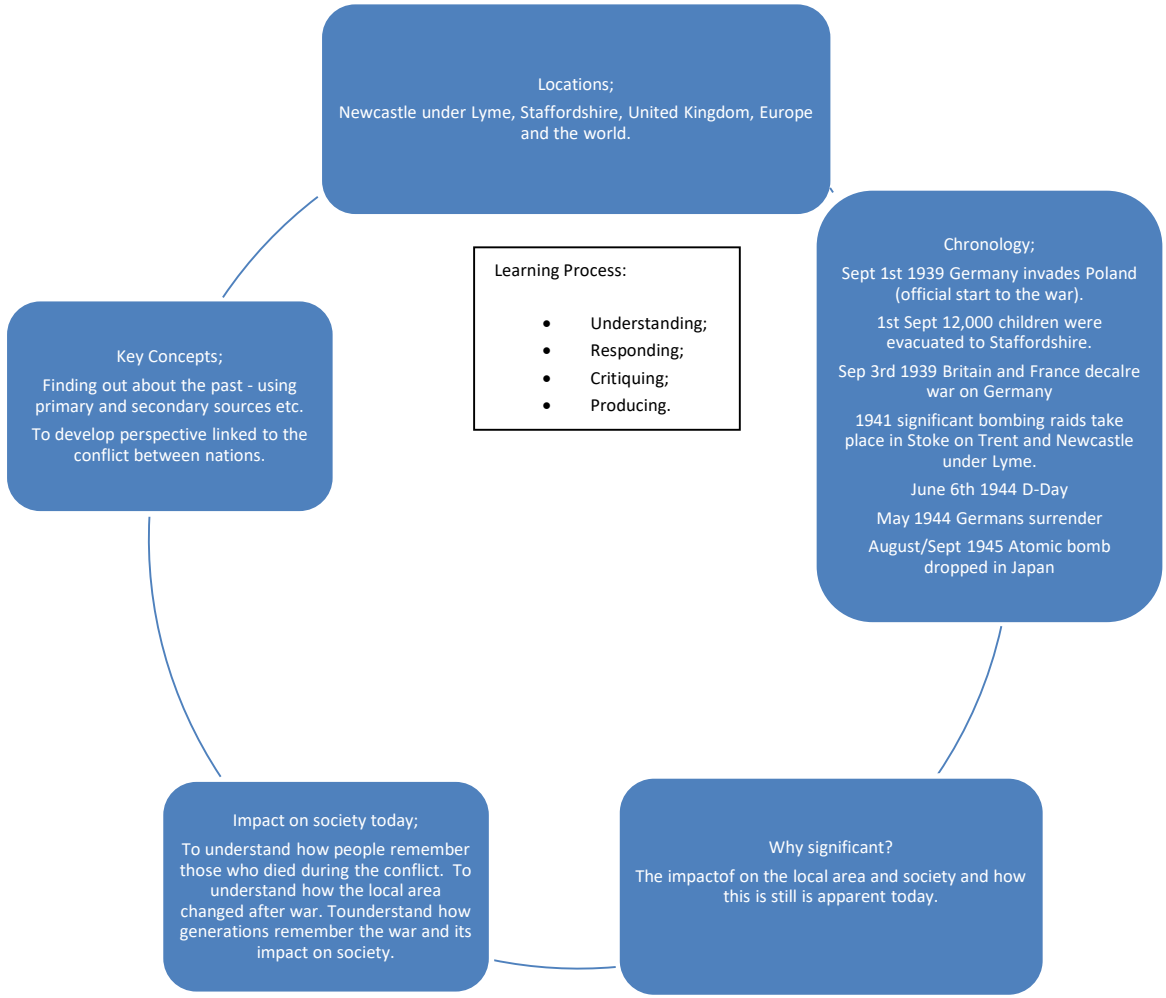
History Geography Art	

- **Unit Web**



Key Strands:

- Main Events
- Location
- Why Significant
- Impact on Society Today
- Physical/Human Geography/Processes
- Key Concepts (Geographical and Historical etc)



Key Learning

7. What we would like children to know Elements to include: <u>Evidence</u> Children will know:	5. What we would like children to understand (generalisations) <u>Evidence</u>	8. What we would like children to be able to do <u>Evidence</u>
• How primary and secondary sources of evidence help to develop their knowledge, understanding and opinions related to the outcomes of WW2.	Children understand: • that evidence allows historians to hypothesise and piece together the past. Prior learning: • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past • that evidence can be categorised into primary and secondary sources. Future learning: same as Year 5.	Children will be able to: • use sources of evidence to deduce information about the past. Prior learning: • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event and explain why some of the accounts may differ. Future learning: same as Year 5.
7. What we would like children to know Elements to include: <u>Perspective</u> Children will know: • How the country was affected due to air raids and how the population reacted to it depending on age, gender, beliefs and values. • How the local area was affected due to the war linked to children, adults and industry.	5. What we would like children to understand (generalisations) <u>Perspective</u> Children understand: • that points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values.	8. What we would like children to be able to do <u>Perspective</u> Children will be able to: • use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • use different accounts of an historical event are required and explain why some of the accounts may differ

• What was immediate life like after the war years, how did affect people, especially children.	• that historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. • that it is important that we take into consideration the different values and beliefs that have affected the lives of people in the past. **Prior learning**: • that perspectives can be explained as a point of view – a personal explanation of what people believe is going on around them or of what happened in the past. **Future learning**: same as Year 5	• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. **Prior learning:** • ask questions about evidence. **Future learning:** same as Year 5
7. What we would like children to know Elements to include: Conflict Children will know: • Why World War II began and spread around the world. • How WW2 led to agreement in the world.	5. What we would like children to understand (generalisations) Conflict Children understand: • that unresolved conflict has impact and consequences upon our world, nation and local area. • that historians distinguish between non-violent and violent conflict. • that non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution. **Prior learning:** • that individuals or groups can have differing opinions over positions, interests and values.	8. What we would like children to be able to do Conflict Children will be able to: • describe the causes and main events of a period of time that impact upon a Local area. • make connections and identify trends over time. • Know there is a concept of nation and a nation's history. • describe why wars happen can help us to understand and prevent future wars; • give examples of disagreements and conflict that can occur in our everyday lives. • Suggest individuals or groups that could have / did have opposition over positions, interests or values.

	Future learning: same as Year 5	**Prior learning:** • suggest reasons why people in the past acted as they did. • describe a moment of conflict in history. **Future learning:** same as Year 5
7. What we would like children to know Elements to include: <u>Continuity and change</u> Children will know: • What was immediate life like after the war years, how did affect people, especially children. • How the local area was affected due to the war linked to children, adults and industry during and after WW2. • How WW2 has changed Britain and Newcastle-under-Lyme today.	5. What we would like children to understand (generalisations) <u>Continuity and change</u> Children understand: • many aspects of history influence how we act / live today • changes have happened in history due to social, religious, political, technological and cultural reasons. • that change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. • that change continues to occur that will shape the world for us and future generations to come. Prior learning: • that many examples of continuity and change can be seen across every civilisation and any given period of time. • that aspects of history influence how we act and live today. **Future learning:** same as Year 5	8. What we would like children to be able to do <u>Continuity and change</u> Children will be able to: • describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • identify periods of rapid change in history and contrast them with times of relatively little change. • represent the concept of continuity and change over time, on a time line. Along with evidence. Prior learning: • describe changes that have happened in the locality of the school throughout history (school building, layout, lessons, town plans, buildings, expectations of children, employment) • the types of questions that are needed to learn from changes that have happened answer and devise historically valid questions about change. Change this NC statement. • suggest changes that happen linked to; technology, transport links, buildings, land use, conflict (see conflict concept)

		Future learning: same as Year 5
7. What we would like children to know Elements to include: <u>Chronology</u> Children will know: • The prior events that led to WW2. • The events of WW2 that occurred in chronological order. • Where WW2 fits on a timeline.	5. What we would like children to understand (generalisations) <u>Chronology</u> **Children understand:** • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change) **Prior learning:** • that change over time can be represented, along with evidence, on a time line. **Future learning:** same as Year 5	8. What we would like children to be able to do <u>Chronology</u> **Children will be able to:** • understand that the order in which things happened can help them to make connections between events in the past and future events. • use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. **Prior learning:** • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events. **Future learning:** same as Year 5
7. What we would like children to know Elements to include: <u>Similarity and difference</u> Children will know: • The similarities and differences between key world leaders who were involved during the war. • Why these similarities and differences impacted WW2.	5. What we would like children to understand (generalisations) <u>Similarity and difference</u> **Children understand:** • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. **Prior learning:**	8. What we would like children to be able to do <u>Similarity and difference</u> **Children will be able to:** • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference **Prior learning:**

• What was similar and different between the countries involved in WW2.	• that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space **Future learning**: same as Year 5	• compare some of the times studied with those of other areas of interest around the world. • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. **Future learning**: same as Year 5
7. What we would like children to know Elements to include: <u>Movement</u> Children will know: • Where countries were invaded during WW2. • Where children were evacuated from and to.	5. What we would like children to understand (generalisations) <u>Movement</u> Children understand: • that movement is a significant consideration in how land is changed over time · • that where movement is referred to, distance, direction, the processes bringing about movement and the regularity and volume of movement all need to be considered. · • that movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement. **Prior learning**: None **Future learning**: None	8. What we would like children to be able to do <u>Movement</u> Children will be able to: • that movement involves a change in location of people, products, ideas and elements, this can be through travel or flow **Prior learning**: none **Future learning**: none
7. What we would like children to know Elements to include: <u>Location</u> Children will know: • Where the main countries involved in WW2 are located. • Where key battles took place.	5. What we would like children to understand (generalisations) <u>Location</u> Children understand: • that 'relative location' allows the involvement and opportunity for geographers to compare	8. What we would like children to be able to do <u>Location</u> Children will be able to: • collect and analyse statistics and other information in order to draw clear conclusions about locations.

• The invasion route taken.	position in relation to differing landmarks or places. **Prior learning:** • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). **Future learning:** same as Year 5	• use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. **Prior learning:** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. **Future learning:** Same as Year 5
7. What we would like children to know Elements to include: <u>Place</u> Children will know: • How Newcastle-under-lyme was impacted as a result of WW2.	5. What we would like children to understand (generalisations) <u>Place</u> Children understand: • that as a concept, place examines the uniqueness of a space and questions what is specific about this area. • that place scrutinises the diversity, sustainability and intangibles of an area	8. What we would like children to be able to do <u>Place</u> Children will be able to: • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time

	although these are often personal and subjective. **Prior learning:** • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. **Future learning:** Same as Year 5	• answer and sometimes devise historically valid questions about similarity and difference **Prior learning:** • compare some of the times studied and answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. **Future learning:** Same as Year 5
7. What we would like children to know Elements to include: <u>Space</u> Children will know: • Have an understanding of the locations and distances between the countries involved in WW2.	5. What we would like children to understand (generalisations) <u>Space</u> Children understand: • that there are patterns, distribution, trends, interconnections, density, proximity linked to a particular area. **Prior learning:** • that particular areas have features and values associated with them. **Future learning:** Same as Year 5	8. What we would like children to be able to do <u>Space</u> Children will be able to: • name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • describe how countries and geographical regions are interconnected and interdependent. **Prior learning:** • explain own views about locations, giving reasons. • describe how the locality of the school has changed over time. • use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • **Future learning:** Same as Year 5

7. What we would like children to know Elements to include: • Line and tone Children will know: • How to use line and tone effectively to create depth.	• 5. What we would like children to understand (generalisations) • Line and tone Children understand: • to improve mastery of line and tone techniques whilst exploring chosen great artists as inspiration. Prior learning: • to build upon line and tone techniques developed in Year 4.	8. What we would like children to be able to do • Line and tone Children will be able to: • Create original pieces that show a range of influences and styles. Show precision in techniques linked to line and tone. Prior learning: • Combine line and tone to enhance the mood of a piece.
7. What we would like children to know Elements to include: • Similarities and difference Children will know: • What surrealism is and how it is similar or different to other types of art, such as the House of Livia.	• 5. What we would like children to understand (generalisations) • Similarities and difference Children understand: • To improve created artwork within Art and Design developing a creative mind. Prior learning: • to build upon similarities and differences techniques developed in Year 4.	8. What we would like children to be able to do • Similarities and difference Children will be able to: • Create original pieces that show a range of influences and styles. Being able to discuss similarities and differences between their own and others art work. Prior learning: • to build upon similarities and differences techniques developed in Year 4.
7. What we would like children to know Elements to include: • Perspective Children will know: • What symbolising is and apply this to their artwork.	• 5. What we would like children to understand (generalisations) • Perspective Children understand: • to improve mastery of the art and design technique of painting when using perspective. Prior learning:	8. What we would like children to be able to do • Perspective Children will be able to: • Create original pieces that show a range of influences and styles. Show precision in techniques linked to perspective. Prior learning:

	• to build upon perspective techniques developed in Year 4.	• to build upon perspective techniques developed in Year 4.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
Evidence • that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence.	• What is a primary and secondary source? (F) • Which type of source is the miost useful? (C) • How can primary and secondary sources influence our understanding of WW2? (D)
Perspective • that points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. • that historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. • that it is important that we take into consideration the different values and beliefs that have affected the lives of people in the past.	• When and why did WW II begin and which countries did affect around the world? • Who were the most influential people during the war years? How did they affect the world? • What were the positive outcomes to the war affecting Newcastle-Under-Lyme? Would Newcastle-under-Lyme be a good place to be evacuated during the war?
Conflict • that unresolved conflict has impact and consequences upon our world, nation and local area. • that historians distinguish between non-violent and violent conflict.	• Why is non-violent conflict better than violent conflict? (D) • What is conflict? (F) • What conflict caused WW2? (F)

• that non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution.	
<u>Continuity and change</u> • many aspects of history influence how we act / live today • changes have happened in history due to social, religious, political, technological and cultural reasons. • that change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. • that change continues to occur that will shape the world for us and future generations to come.	• What were the changes to everyday life that affected people in Britain? • What were the key events during WW II and how did they affect the people of Britain? • How did the war affect and impact the lives of children in Newcastle-under-Lyme? •
<u>Chronology</u> • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• When did WWII begin? (F) • Can you order key events from WWII? (F) • Why is the time line becoming more effective in developing our understanding of chronology? (D)
<u>Similarity and difference</u> • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	• What has changed as a result of WWII? (C) • How was life different for people during WW2? (C) • Was the change in women's roles during WW2 positive? (D) • Can you name any changes that occurred as a result of WW2? (F)
<u>Movement</u> • that movement is a significant consideration in how land is changed over time ·	• What areas did the Germans invade first? (F) • What is the best method to represent movement? (C) • To what extent did WW2 have an impact on Britain's landscape? (D)

• that where movement is referred to, distance, direction, the processes bringing about movement and the regularity and volume of movement all need to be considered. · • that movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement.	
<u>Location</u> • that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places.	• Can you name, locate and identify countries and characteristics of the countries involved in WWII and their surrounding seas and oceans? (F) • What are the main physical and human features of the identified location? (F)
<u>Place</u> • that as a concept, place examines the uniqueness of a space and questions what is specific about this area. • that place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	• What was London like? (C) • Was the city or the country better to live in during WW2? (D) • What did people do in cities compared to the country? (C)
<u>Space</u> • that there are patterns, distribution, trends, interconnections, density, proximity linked to a particular area.	• What techniques were used to depict depth? (F) • How did this affect the overall image? (C) • Why is it more effective having depth within an image? (C)
<u>Line and tone</u> • to improve mastery of line and tone techniques whilst exploring chosen great artists as inspiration.	• How does Dali use line and tone to make his work appealing? (C) • How effective is his use of tone? (D)
<u>Similarities and difference</u> • To improve created artwork within Art and Design developing a creative mind.	• How does Salvador Dali's art differ to Hans Holbein's? (F) • Are there any similarities between Dali's and Holbein's work? (C)
<u>Perspective</u>	• How did Salvador Dali use perspective in his art? (F)

• to improve mastery of the art and design technique of painting when using perspective.	• Was Salvador Dali's use of perspective effective? (D)

9. Assessment – Exit Task: Essay answer linked to unit title

To what extent did World War II impact and change Newcastle under Lyme?

Expected evidence:

Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

History

First-hand account – Information collected from someone who was there when an event took place.
Chronologically – Putting events in order of which they happened.
Monarchy – The Royal family in charge at the time.
Parliament – The group of people who make the laws for the country to follow.
Government – The people in charge of the country and make the decisions.
Eyewitness – A person who has seen something happen with his/her own eyes.
Primary source – First-hand account of something that has happened. Usually in the form of a diary, certificates, documents, artwork, newspapers etc. . .
Secondary source – Something that retells the information from a primary source, sometimes many years later. This could be in the form of books, TV programmes, films etc.
Perspective – Seeing an event from a particular point of view.
Empathy – Being able to understand and consider other people's feelings.
Political – For anything relating to government.
Bias – Giving information based on your own opinion that isn't seen as fair.
Legacy – Leaving something of value behind (money/property) once you have died.
Enemies – People or countries that do not get on and want to cause harm.
Allies – Countries or people who get own and have the same end goal agreeing to work together.

Tier 3 Vocabulary

History

Global – Something that affects the whole world.
Opposition – A person/ group of people being against another group of people. Voicing different opinions.
Alliance – A group of people or countries that share certain goals and agree to work together.
Communism – Where all properties are owned by the community and each person contributes to receive equal rewards or payment.
Casualties – A person who is hurt or killed in a battle of war.
Nazi – A member of the National Socialist German Workers' Party.
Invasion – An act where a country or group of people try to take over power.

Tier 2 Vocabulary

Geography

Interdependent - Mutual dependence between things; actually rely on each other, without one the other would not be able to survive.

Interconnected - How people are connected to places, things; both animate and inanimate, and all processes; both natural and human throughout the world in a wide variety of ways.

Statistics - The study and practice of collecting, analysing and presenting data in large quantities.

Location - A location is the place where a particular point or object exist. Geographic location is defined by two coordinates, longitude and latitude.

Tier 3 Vocabulary

Geography

Britain - The name for the island that includes England, Wales, Scotland and Northern Ireland, which are all individual countries.

Germany - A country in central Europe. The country consists of 16 states, and its capital and largest city is Berlin.

Belgium - A country in north western Europe which is best known for its chocolate, waffles, fries and beer. Its capital and largest city is Brussels.

France - A country located in Western Europe. It is bordered by the English Channel and Bay of Biscay. France is the second largest country on the Europe continent.

Spain - A country located in the southwest corner of Europe. Spain is the third-largest country on the Europe continent.

Italy - A country located in southern Europe. The capita and the largest city is Rome.

Greece - A country in south eastern Europe with thousands of islands throughout the Aegean and Ionian seas.

Poland - A country located in Central Europe. It is located at the heart of the European continent.

Russia - The largest country in the world which is located in eastern Europe and northern Asia.

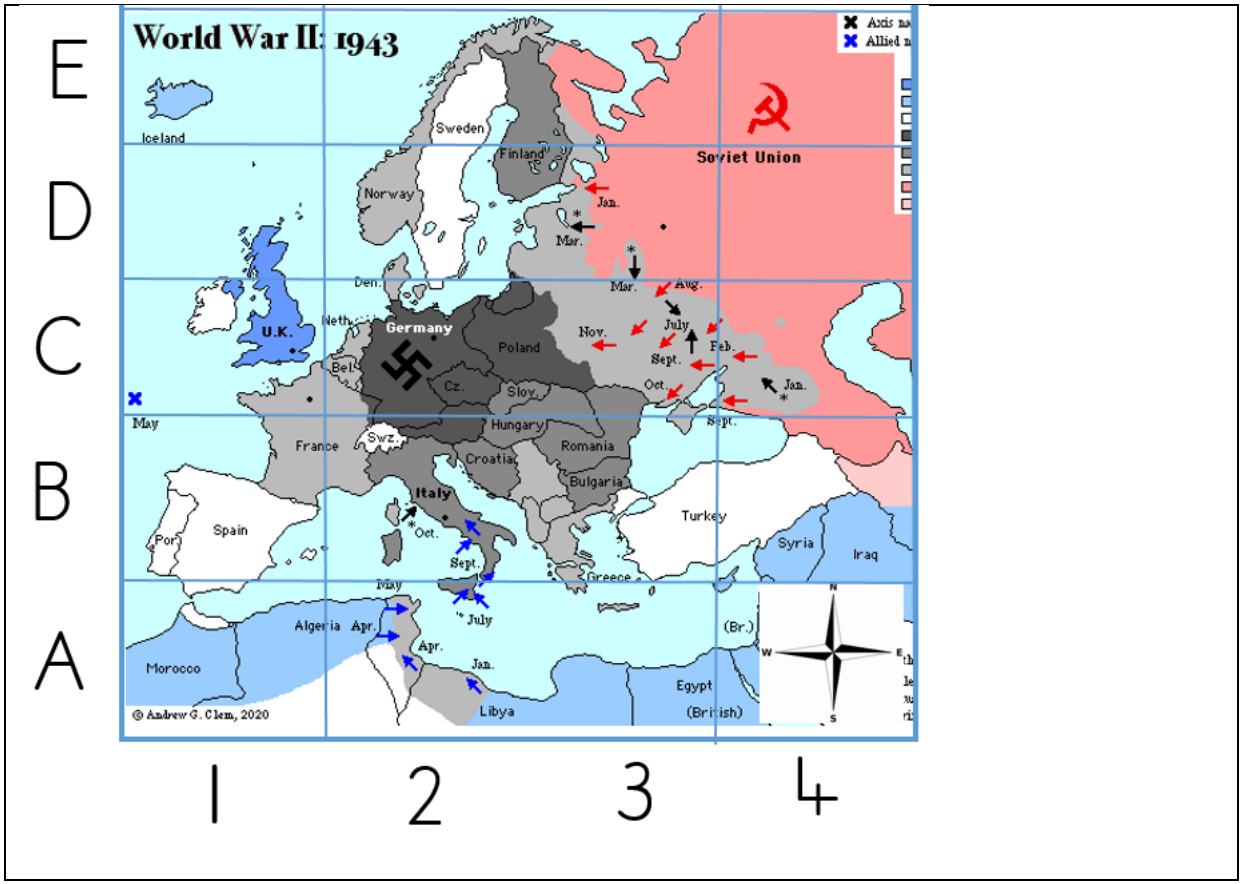
Austria - A largely mountainous landlocked country of south central Europe. Its capital and largest city is Vienna.

Czechoslovakia - Former country in central Europe. Now split into two independent countries; Czech Republic and Slovakia. Prague is the capital city.

Hungary - A landlocked country in central Europe. Its capital is Budapest.

Japan - An island country in East Asia located in the northwest Pacific Ocean. Its capital is Tokyo.
Normandy - One of the great historic regions of France. It is in the north west of France. It is famous for producing excellent cheese, apple cider and seafood.
Pearl harbour - An American lagoon harbour on the island of Oahu, Hawaii, west of Honolulu. It is in the middle of the Pacific Ocean.
USA - The United States of America commonly known as the United States or America, is a country mostly located in central North America. Its capital is Washington.

Map:



Timeline:

- Key dates such as:

							
First Roman invasion led by Julius Caesar, but failed. **55BC.**	Claudius leads invasion and is successful. **43AD**	The Romans make Colchester the capital or Roman Britain. **49 AD**	Tribes lead by Boudicca attack Roman forces. **61 AD**	8,000 miles of Roman Roads completed to allowing troops and goods to travel easily **100 AD**	Begin building Hadrian's wall. **122 AD**	Barbarians attack the Roman Empire in Britain **200AD**	Roman rule in Britain ends. **410AD**