

<u>National Curriculum Links</u>		What will the children learn?	What will they do?	New Vocabulary
Subject History DT	Study beyond 1066 & significant turning point in British History.	Week 1 - Stunning Start - What is evacuation?	Stunning start — Suitcase & belongings— gas mask etc. Who do they belong to? Why? Receive a letter from an evacuee. How do they feel? How has life changed for them and their families? History: A1- I use evidence to find answers to questions about the past. C3- I can describe changes that have happened in the locality of the school throughout history.	Evacuation Artefacts Outbreak
<u>Skills Focus</u> History- A1, A3, A5, B2, C2, C3, D1 & D2. D.T- B1 B3 C1 D3 D4 & D5		Week 2 - Where did WWII take place? How did it begin?	Intro lesson—Video clip from Neville Chamberlain about the out break of war— how would British people have felt? History: A1-I use evidence to find answers to questions about the past. A5- I can suggest causes and consequences of some of the main events and changes in history. D2- I show a deeper understanding of concepts such as monarchy, parliament democracy, war and peace.	Allies Axis Nations
<u>Links to previous knowledge</u> Remembrance Day- recapped every year Holocaust Memorial Day- recapped every year		KWL	Children to complete the K and W part of KWL	
<u>Literacy Links</u>		Week 3 - What was rationing and how did it affect people? Who/what were the women's land army?	Find out what rationing was, foods that were rationed, changes to what was cooked/eaten, Set up grocery shop to experience rationing. Children to participate using coupons. Who were the women's land army? Why did they come about? Who was part of it? History: A3- I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. C3- I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.	Rationing Land army/ girls Annex Jewish
<u>First Hand Experiences</u> Grocery shop to experience rationing. Inspire workshop- Make a wartime meal				

<p>Week 4 - What jobs were women encouraged to undertake?</p> <p>How did the role of women change during the war?</p>	<p>Look at propaganda posters– discuss and record what the posters are encouraging women to do. How does it persuade women to do these jobs?</p> <p>History: A3- I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>C3- I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>Use the PowerPoint and information to find out how the role began to change during the war, the jobs they began to do, etc. Discuss using sources of evidence.</p> <p>History: A3- I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>C3- I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>	<p>Propaganda</p> <p>Persuade</p> <p>Working conditions</p> <p>Sources of evidence</p>
<p>Week 5 - What jobs were women expected to do during the war?</p> <p>How did the role of women change after the war?</p>	<p>Use the letter, information and research to create a job advert for women during the War.</p> <p>History: A3- I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>C3- I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>Use knowledge from the topic and research to find out the change of women post war.</p> <p>History: A3- I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>C3- I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>	<p>Duties</p> <p>Employment</p> <p>Status</p> <p>Attitudes</p>
<p>Week 6 - Fantastic Finish– Inspire Workshop</p> <p>How did the lives of women change?</p>	<p>Complete the L part of K & L grid.</p> <p>Invite family members into school to make a war time meal. D.T: B1- I can work in a safe and hygienic way e.g. tying hair back, wiping work surfaces, not mixing up utensils.</p> <p>B3- I can select and am beginning to use the appropriate equipment to prepare foods in a variety of ways.</p> <p>Complete the L part of K & L grid.</p> <p>Discuss and debate using knowledge learnt during the topic how the lives of women changed.</p> <p>History: A5- I can suggest causes and consequences of some of the main events and changes in history.</p> <p>B2- I can understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>C3- I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>	<p>Blitz</p> <p>Spitfire</p>