**Year 5 HISTORY Curriculum – Autumn Term**

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| **Theme: Britain during the Second World War** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.   * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * a significant turning point in British history, for example, the Battle of Britain | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – Diary entry  **Geography** – Locate the world’s countries, using maps to focus on Europe.  **Art/DT –** Make do and mend |
| Allies | Countries fighting on the same side. | Civilian | Someone not in the armed forces. | |
| Anderson shelter | Outdoor steel cage shelters put up in gardens and covered with earth. | Evacuation | Large-scale sending of children from cities likely to be bombed to safe places in the countryside. | |
| Billeting | Place of evacuated children in volunteer foster parents’ homes. | Morale | Amount of confidence felt by a  person or group of people. | |
| Black Market | Illegal sale of scarce goods people couldn’t get through rationing. | Propaganda | Government made sure that posters  and radio messages persuaded people  that the war was going well. | |
| Blitz | Lighting attacks by German bombers on British ports and cities, London and Coventry were worst hit. | Rationing | People had to use a card which allowed them only a limited number of certain items, including essential food. | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children are introduced to British history in Year 2 (Queens of England) and local history in Year 3 (King Richard III). | | | | | In Year 6, children will explore how Black people served in the trenches in World War One and as pilots in the Second World War. They will identify the discriminatory attitudes that restricted the roles Black people could play. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Why did Britain have to go to war? | | * Understand how the actions of Hitler threatened European peace. * Can explain why Chamberlain ultimately took the decision to go to war. | | | | | * Chronological understanding * Knowledge & understanding of events in the past | |
| 1. Why was it necessary for children to be evacuated? | | * Know that the fear of German bombings would cause civilian deaths. * Understand that children’s experience of evacuation varied. * Identify reasons for fluctuating numbers being evacuated. | | | | | * Use a range of primary and secondary sources to find out about the past. * Critical thinking skills * Interpretation | |
| 1. How was Britain able to stand firm against the German threat? | | * Identify key features of resistance to German invasion:  |  |  | | --- | --- | | * Trying on gas masks | * Evacuation | | * Home Guard | * Rationing | | * Battle of Britain | * Fire service | | * Blitz | * Air-raid shelters | |  |  | | | | | | * Investigation * Knowledge & understanding of events in the past | |
| 1. Why was the Battle of Britain a turning point in the war? | | * Discover the reasons for Britain’s success - in the Battle of Britain. * Find out how Churchill used events to influence public opinion. * Know what happened during the Blitz. | | | | | * Knowledge of people and changes in the past * Critical thinking skills * Interpretation | |
| 1. How did people on the home front contribute to the war effort? | | * Describe a range of roles adults played on the home front * Understand how the government used: a. Censorship b. Propaganda to lift people’s morale. | | | | | * Use a range of primary and secondary sources to find out about the past. * Knowledge of people in the past | |
| 1. How and why are events from World War II commemorated? | | * Understand the events leading to the end of the war. * Explore the excitement felt by those in British homes and streets when the end of the war was announced. * Describe how VE Day was typically celebrated and understand that some families had mixed emotions. | | | | | * Investigation * Presenting, organising, communicating information and ideas. | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** | * Lesson 1 – why did Britain go to war * Lesson 3 – standing against German threat | | | | | | | |
| **Democracy** | * Lesson 1 – Neville Chamberlain’s decision to go to war | | | | | | | |
| **Evidence** | * Lesson 4 – reasons for success * Lesson 5 – home front contributions * Lesson 6 – celebrations after the war | | | | | | | |