

Curriculum Document 4 – Example Lesson Planning

(History Planning – The Benefit Campaign – Autumn Term 2021 – Y5 and Y6)

This is the culmination of the foundation subject planning process. It incorporates the NC objectives from documents 1 & 2, the additional objectives from document 2 and the skills, knowledge and vocabulary from document 3. This is then developed further into the finished product (a series of brilliant lessons!) with the addition of activities and assessment.

NC objectives: Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

A local history study.

Objective	Language	Knowledge	Skills	Activities	Assessment/Key questions and ideas
<ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – investigate WWII from a child's point of view e.g. evacuation, propaganda Consider the impact of the Holocaust; 	<p>World War Phoney War The Blitz Home Front Evacuees propaganda</p> <p>The Holocaust</p>	<p>Know when the second World War began and the main reasons for the war.</p> <p>Know the main countries involved in World War II.</p> <p>Know what happened during the Blitz.</p> <p>Know why children were evacuated to the country.</p>	<p>Sequence events on a timeline.</p> <p>Identify and give reasons for, results of, historical events, for eg. The beginning of WWII, The Blitz, evacuation, the role of women.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Make links between main events, situations and changes.</p>	<p><i>What do you already know about the world wars? Why was it called a World War? Understand why WWII started and who its leaders were and what is meant by the 'Phoney War.'</i> Discuss that it took place on many continents and involved a great many countries even if they weren't directly involved in the fighting. Discuss which countries were involved and record these on a world map. Show children Chamberlain's speech. Begin to build a timeline for the key events in WWII. Add to this each week.</p> <p><u>Home Front</u> <u>The Blitz</u> https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhy Show clip of what life was like during the Blitz and how people responded to it. Investigate other cities which suffered during the Blitz. Compare the different air raid shelter used during WWII.</p> <p>Links to English – produce a narrative involving a flashback to the Blitz. Discuss what the blackout was and why it was necessary?</p>	<p>When World War II begin?</p> <p>What were the main reasons for World War II?</p> <p>Which countries were involved in World War II?</p> <p>What happened during the Blitz? How did this affect the people in the UK?</p> <p>What happened to children when they were evacuated?</p>

				<p>Give each child an identity card Discuss the features of the identity card, including the destination on the back. <i>Where are you going? How do you feel about having to go to that place? Have you been there before?</i> Give the children some time on the internet to research the place they are being 'sent to'. Discuss the feelings they may have about leaving home and going to a new place (Some may be excited, others may be heartbroken). Ask friends <i>How do you feel about being sent to a place where your friend is going? Or not going?</i> Explain that children in cities in the war were sent, by their families, to safety in the country, as 'evacuees'. Children to research what life was like as an evacuee. Links to English – writing a letter home in role as an evacuee.</p> <p>https://www.youtube.com/watch?v=H_Gs7Vik75k Show the 5 min Dig for Victory clip. <i>Why did the Government want people to grow their own vegetables? Who helped grow vegetables? Explain this campaign was called 'Dig for Victory'. What did they mean by that?</i> Children to design a poster for the 'Dig For Victory' campaign.</p> <p>Investigate propaganda posters during WWII. What messages were being conveyed? Classify posters regarding message: spy warning, cut waste, raising moral, safety. Choose favourite poster to express likes and explain message. Children to create and design their own WWII poster.</p> <p>Discuss VE day and VJ day and the events that led to the end of WWII.</p> <p>Learn about the oppression of the Jews and the 'Jewish laws' through 'The Mozart Question.' Links to English write a biography of Paolo Levi</p>	
--	--	--	--	---	--

<ul style="list-style-type: none"> • Evaluate the impact and historical significance of Live Aid. • A local history study. • Investigate more recent conflict • Look at conflicts around the world, including Israel/Palestine <ul style="list-style-type: none"> • What are our attitudes towards conflict? How are these influenced by popular culture – e.g. video games • Learn about refugees, including those who leave their homelands due to conflict. • Find out about child soldiers, using resources from War Child. 	<p>Peace Conflict Civil war War United Nations Oppression Rights Human rights</p>	<p>Know what the role of the United Nations is.</p> <p>Know of one other recent conflict.</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p>	<p>P4C session linked to charity</p> <p>Discuss with the children more recent conflicts around the world. Identify the countries involved on a world map.</p> <p>https://www.bbc.co.uk/newsround/20436092</p> <p>Show children the clip above to help them understand the conflicts regarding Israel and Palestine. See English plans using the book <i>The Kites are Flying</i>. Children to think of words associated with ‘war’, ‘peace’, and ‘conflict’. What are the difference between war and conflict? Look at the Global Peace Index. Which countries are the most peaceful in the world and which countries are involved in conflict? What impact may this have on young people living amongst conflict?</p> <p>Discuss and explain the role of the United Nations. Children to think of conflict and what cause conflict at home, at school, in our village, across the world. Discuss the answers – are any the same? What are the differences? Children to work in small groups to look at one of the War Child case studies. Where is the conflict? What impact has this had on the person/people affected? Present this to the other groups.</p> <p>Use War Child lesson to discuss how and why children become ‘child soldiers’ and how it affects their lives in different ways.</p> <p>Watch and discuss the short film ‘Alice’ from War Child UK. Ask the children what caused an emergency in Alice’s life, and what the consequences of her emergency were.</p> <p>Children to work in pairs or small groups to look in more depth at how an emergency can affect a child’s life. Children to sort the effects of conflict on a child’s life into important and not important. See War Child lesson.</p>	<p>What is the role of the United Nations?</p> <p>Where have more recent conflicts taken place?</p>
--	---	---	---	--	---