

History

Year 6 Autumn/Spring Terms

World War II: the Home Front

Incorporating QCA History Unit 9

ABOUT THE UNIT

In this unit children find out about the effects of the Second World War on children in England, in Nottingham and on the continent. There will be opportunities to consider the effects of war on children today.

Children will use a range of sources, including the recollections of people alive at the time. Children will consider the reasons for and results of key aspects of the war and explain and interpret in relation to the reasons for and effects of wartime rules, government information and propaganda upon the lives of families and children.

The work on bombing raids and air raid shelters will link with work in design and technology 'Shelters'. Work on the rationing will link with IT work on spreadsheets. Activities involving talking with people who remember life during the war will link with our literacy work on biographical writing.

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with fighting the war, *eg Blitz, air raid, bomb damage, submarines, allies*
- words associated with evacuation, *eg host family, evacuee, billeting officer*
- words associated with the home front, *eg gas masks, ration books, black out, warnings*

RESOURCES

- a class time line
- information about the Blitz and warfare *eg pictures of bomb damage, government posters, blackout warnings, gas masks*
- information about evacuation, *eg videos showing children being evacuated, adults talking about their experiences as evacuees, pictures of children being evacuated*
- information about rationing, *eg videos, ration books*
- information about the impact of the war on everyday life, *eg pictures, newspapers, posters*
- local, national and world maps
- information and educational resources about the effects of wars on children
- historical novels about the war
- opportunities to talk with/interview people who were alive during the war
- non-fiction accounts including the diary of Anne Frank

EXPECTATIONS

at the end of this unit

most children will:

demonstrate factual knowledge and understanding of the impact of the Second World War on children in particular and society in general; give reasons for, and the results of, evacuation; identify different ways in which the Second World War has been represented; ask questions and answer them using a range of sources; communicate their learning, using specialist terms in ways that show understanding

some children will not have made so much progress and will:

describe what happened during evacuation and begin to recognise that it had causes; use sources of information to make simple observations about the war

some children will have progressed further and will:

explore in greater depth how the war affected children in different ways, and the reasons for these differences; understand the complex and varied feelings that many children had about evacuation

LEARNING OBJECTIVES CHILDREN SHOULD	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	NOTES
Introduction			
<ol style="list-style-type: none"> 1. identify some of the things we take for granted in our homes today (central heating, other electric domestic appliances, video, etc.) were not available to families before the war 2. discuss the impact of technology on people's lives 	<p>Unit 1: What was the 1930s home like?</p> <p>Establish what children already know about changes in homelife during their parents, grandparents, great grandparents' lifetime.</p> <p>Use pictures to identify tasks done by hand at the beginning of the century that are now done by machine.</p> <p>The technology and "comforts" of the 1930s home before the war began.</p> <p>Children to label diagrams and identify similarities and differences between homes then and now.</p>	<ul style="list-style-type: none"> • list similarities and differences between homes of the 1930s and homes today • explain how the technologies affect people's lives 	<ul style="list-style-type: none"> •
<ol style="list-style-type: none"> 3. know when and where WWII took place 4. learn about the leaders and key events and dates of the war 	<p>Unit 2: What was the Second World War? When and where did it take place?</p> <p>Establish what children already know about the war. Use their responses, or provide a brief narrative, to introduce key information, including when the war took place, the main countries involved, why it started (Hitler's invasion of other countries and why Britain tried to stop him), how it was fought (invasion of other countries, mass bombings, sinking of ships using submarines), the names of leaders (such as Hitler and Churchill), and the defeat of Germany and Japan by the allied nations.</p> <p>Use maps to establish why it was a 'world' war and a time line to locate when it happened.</p> <p>A time line will be used to support chronological understanding.</p> <p>Children will begin a glossary of "World War 2" vocabulary.</p> <p>Narrative accounts, video will be used.</p>	<ul style="list-style-type: none"> • suggest why it is called a 'world war' • know and use the names of leaders, key events and dates 	<ul style="list-style-type: none"> • recording of Chamberlain's speech declaring war on Germany • information sheets and worksheets • <i>Growing up at War</i> pp 2-4
<ol style="list-style-type: none"> 5. describe a wide range of features of an unknown artefact 6. use observations when developing an hypothesis 	<p>Unit 3: What's that?</p> <p>Children investigate artefacts, very common in the first half of the 20th century, that are now rarely seen. Children will describe, draw and hypothesise about the use of the objects.</p> <p>Children reflect on what technological advances have taken place during their lifetime.</p>	<ul style="list-style-type: none"> • suggest uses of the artefacts • suggest reasons why they are no longer used and what, if anything, has replaced them 	<ul style="list-style-type: none"> •

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Continuous unit			
<p>7. identify some similarities and differences between the war as experienced by those resident in Nottingham and that experienced by others living in cities like London and Birmingham and in rural areas</p> <p>8. know key characteristics of the war as it affected life in Nottingham</p>	<p>Unit 4: How did the war affect children and adults in Nottingham?</p> <p>Children examine resources which detail the impact of the war on the lives of Nottingham people.</p> <p>Using general texts, pictures, video resources alongside resources (video and Nottingham Evening Post publications) focusing on Nottingham during the war years, children find examples of the effects of evacuation, the blitz, air raid precautions, rationing etc.</p> <p>Use artefacts and the Evening Post pictures of Nottingham during the war.</p>	<ul style="list-style-type: none"> • note key characteristics of the war as it affected life in London and other cities and in rural areas • suggest some reasons for these similarities and differences • find the effects of national events and actions in the local context • select information from a range of sources to find out about their locality during the war • compare the local and national experience 	<ul style="list-style-type: none"> •

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Main units			
<p>9. know the characteristic features of the Blitz and what type of area was most likely to be affected</p> <p>10. identify areas of the country which were more likely to be bombed and explain why this was the case</p>	<p>Unit 5: What was the Blitz?</p> <p>Use selected sources, <i>eg photographs, a gas mask</i>, to tell the children about the mass bombing of cities. Discuss why Germany and Britain decided to bomb cities. Use maps, <i>eg of London or Liverpool</i>, or children's knowledge, to establish the main targets. Discuss what could be done to stop the bombers, <i>eg anti-aircraft fire, blackout</i>.</p> <p>that 'Blitz' comes from the German word 'blitzkrieg', which means 'lightning war'.</p> <p>show children photographic of evidence of local bomb damage, <i>eg damaged buildings, derelict land, prefab housing</i>.</p> <p>children read fictional accounts of bombing raids and compare them with eyewitness accounts. (possible use of an extended text set in the period to help the class to explore the effects of war upon fictional characters - <i>Carrie's War</i>; <i>Goodnight Mr. Tom</i>)</p>	<ul style="list-style-type: none"> • suggest reasons why some areas of a city were more likely to be bombed than others • locate where bombing raids took place • suggest how the bombing could be stopped 	<ul style="list-style-type: none"> • photographs of bomb damage (including local damage)
<p>11. explain the effects of air raids</p> <p>12. explain and evaluate in relation to different air raid precautions</p>	<p>Unit 6: How did families try to protect themselves?</p> <p>Discuss with the children the ways families could protect themselves. Children explore the "A Wartime Home" pages on the BBC Zig-Zag "Children of World War 2" website and complete worksheet.</p> <p>Show them pictures of shelters, dugouts, the underground, gas masks, etc. Discuss the advantages and disadvantages of each method.</p> <p>Children to examine artefacts incl. gas mask and box, stirrup pump, ARP helmet, etc. Children to examine instructions regarding gas masks. Children to write instructions on use of stirrup pump. Find out about the role of the ARP warden.</p> <p>Show children pictures of bomb damage, and newspaper accounts of the results of air raids. Ask the children to fill in a two-column grid with the headings 'What did people do to minimise the effects of bombing?' and 'What was the purpose/benefit?' (blackout, taping windows, gas mask, sandbags, stirrup pump, water in bath, etc)</p>	<ul style="list-style-type: none"> • suggest how people could have been protected in the war • explain the effects of bomb damage and the precautions taken to reduce the risk of various effects 	<p>Links to literacy: official/formal language in government documents; writing instructions Links to Design Technology: Shelters</p> <p>Resources</p> <ul style="list-style-type: none"> • BBC Zig-Zag "Children of World War 2" website and associated worksheet • gas mask; photographs of gas masks and people in gas masks from WWII; facsimiles of instructions/public information notices; stirrup pump; "protecting your home" facsimile document

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<p>13. describe some likely feelings and experiences of an evacuee</p> <p>14. show empathy and their knowledge in writing about their life as an evacuee, using appropriate terminology</p>	<p>Unit 7: Why were children evacuated? What was it like to be an evacuee?</p> <p>Introduce the idea of evacuation.</p> <p>discussion of the issues facing parents who did or did not evacuate their children and why parents might be for or against evacuation.</p> <p>With the children's help, produce a list of questions about evacuees. Ask the children to answer the questions using selected sources, <i>eg photographs, extracts from novels, oral accounts, letters, memoirs.</i></p> <p>Ask the children to imagine they are evacuees and to write a letter home or diary extracts. Ask them to consider why they might want to be evacuated and why not, what is happening to them and how they feel about it. Encourage the children to use their knowledge of evacuation and appropriate terms, <i>eg billeting officer, host family, evacuation, evacuee.</i></p>	<ul style="list-style-type: none"> • suggest why evacuation was used as one strategy to protect children • find out about the experiences and feelings of evacuees, from a wide range of information sources • use words associated with evacuation accurately and appropriately • to find out about the experiences and feelings of evacuees, from a wide range of information sources 	<ul style="list-style-type: none"> •
<p>15. infer causes of rationing</p> <p>16. identify some similarities and differences between foods available during the war and today</p>	<p>Unit 8: What did people eat during the war?</p> <p>Discuss with the children why some types of food were in short supply. Provide descriptions of typical meals and ask them to compare these with what they eat today.</p> <p>Introduce the idea of rationing. Show the children ration books, or pictures of them. Ask them to calculate how much sugar, eggs, meat, sweets, etc their family would have been able to buy. <i>How could they supplement their rations?</i></p> <p>Consideration of what foods were unavailable at that time (use results of questionnaire to highlight when certain foods became commonly available in England.)</p> <p>Use a spreadsheet to budget for the feeding of a family of four. Create a spreadsheet to help explore clothes rationing.</p>	<ul style="list-style-type: none"> • discuss reasons why rationing was necessary • lists food that were rationed and those which were not • use a spreadsheet (IT) • create a spreadsheet (IT) 	<ul style="list-style-type: none"> •

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<p>17. interpret information from a range of sources</p> <p>18. explain and extrapolate about the restrictions on people, how they suffered during the war, their courage and resilience</p>	<p>Unit 9: In what other ways might the war have affected people?</p> <p>Give the children selected sources, <i>eg photographs of soldiers, women at work, the home guard, a funeral, newspaper headlines.</i></p> <p>Work with the children to list what the pictures show. Consider what can be inferred about the effects of the war on people's lives, and about the qualities people needed to survive.</p> <p>Ask the children to write captions for one or more of the pictures.</p>	<ul style="list-style-type: none"> • list some of the effects of war on everyday life • suggest ways in which people suffered 	<ul style="list-style-type: none"> •
<p>19. create sensitively phrased questions to use in interviews</p> <p>20. relate the reported experiences of individuals to those of the wider community</p>	<p>Unit 10: What do people remember about living through the World War II?</p> <p>Recap, through question and answer, what the children have learned so far about the war's impact on people of the time.</p> <p>Help the children to devise a list of questions they would ask someone who was a child in the area during the war, <i>eg Where did you live? What did you eat? Did you experience bombing or evacuation? How much did you know about what was happening in the war? How did you find out?</i></p> <p>Visit St. Andrew's House to talk about people's experiences during the war or interview visitors to school. Use the questions prepared. Record the interview. Replay the tape and discuss with the children what they have learned about the history of their area during the war. Help them to identify on a map, local places mentioned by the visitor. Mark the map with a description of what happened there during the war years.</p>	<ul style="list-style-type: none"> • suggest appropriate questions to ask about the war in the locality • record information about the war in the locality 	<ul style="list-style-type: none"> •

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<p>21. interpret and explain the meanings of Government posters issued to communicate important messages to the public</p> <p>22. understand the roles of people in the Land Army, the LDV (Home Guard), ARP and Fire Watchers</p>	<p>Unit 11: How did people on the home front contribute to the "war effort"?</p> <p>Children examine the messages of war-time posters and campaigns such as <i>'Make do and mend', the role of women, 'Dig for victory'</i></p> <p>The roll of the Land Army, the LDV (Home Guard), ARP and Fire Watchers.</p>	<ul style="list-style-type: none"> • discuss messages in war-time posters • identify some of the jobs undertaken by the Land Army, the LDV (Home Guard), ARP and Fire Watchers and explain the importance of these duties 	<ul style="list-style-type: none"> •
<p>23. discuss conflicts going on today and how they affect the lives of children</p> <p>24. make connections between the Second World War and today</p>	<p>Unit 12: What has been done since to prevent another world war?</p> <p>Discuss with the children areas of conflict in the world today. Tell them about the United Nations and their role in peacekeeping. Discuss whether there is peace in the world today and whether things are better today than they were at the time of the Second World War.</p>	<ul style="list-style-type: none"> • suggest conflicts happening in the world today • suggest reasons why the world is/is not better today than during WWII 	<ul style="list-style-type: none"> •