



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Battle of Britain	6	Autumn 1	12+ hours
End of Key Stage Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge of British history. • Understand how our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends over time and develop the use of historical terms. • Identify a significant turning point in British History (Battle of Britain) • Address and devise historically valid questions about change, cause, similarity, difference and significance. 			
End of unit objectives.	<ul style="list-style-type: none"> • I can place WW2 on a timeline in chronological order. I can identify and explain who Adolf Hitler was and his role in WW2. • I can identify and explain who Winston Churchill was and his role in WW2. I can understand the terms 'allies' and 'axis' and identify the correct countries. • I can identify and explain the 'Treaty of Versailles' and how Hitler broke it. • I can explain how the Battle of Britain was won and its impact on the war. • I can use primary and secondary sources and make judgements based on their reliability. • I can understand rationing and why this impacted Britain. • I can explain the impact and importance of the 'Windrush' Generation on the war and the UK. 			

Visit to RAF Cosford

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources

Lesson 1	1 hour	<p>What, how and When was World War II was and where did it take place?</p> <p>Key Vocabulary: War, Allies, Axis, Adolf Hitler, Winston Churchill, Plans, Invasions, Soldiers,</p>	<p>What do children already know about World War II? Share ideas and misconceptions.</p> <p>Share notebook about main facts of World War II e.g. How it started? When it started? Who was involved?</p>	<p>World War II notebook</p> <p>Map of world</p>
Lesson 2	1 hour	<p>Who were the Allies and Axis?</p> <p>Key Vocabulary: Axis Allies invasion</p>	<p>Introduce Axis and Allies. Who were the leaders? Map Axis and Allies on world map.</p> <p>The allies and the axis were the two sides who fought against each other during World War 2. The allies were led by Great Britain and were later named the United Nations by President Roosevelt. The allies were united in their fight against the axis powers. The main countries of the axis powers were Germany, Italy and Japan. Other countries joined and left the axis alliance during the war but it was these three countries that were at the heart of the axis. The axis powers were led by Germany and Adolf Hitler, the head of the Nazi party.</p> <p>Look at a world map and recap continents. Then plot which countries were on which side.</p>	<p>World maps</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6</p>
Lesson 3	1 hour	<p>What was the Treaty of Versailles?</p> <p>How did Hitler breach the terms of the treaty?</p> <p>Key Vocabulary: Treaty, Adolf Hitler, Terms, Reparations,</p>	<p>Big question – How did Hitler breach the terms of the treaty?</p> <p>Explain what the treaty of Versailles was and how Hitler broke.</p> <p>Children write a letter about it.</p>	<p>https://video.link/w/5Cz9c</p>
Lesson 4	1 hour	<p>How serious was the treat of invasion by Nazi Germany?</p> <p>Key Vocabulary: Allies, Enemies, Invasion, Primary Source, Secondary</p>	<p>Big question – How serious was the treat of invasion by Nazi Germany?</p> <p>Go over a map of the countries and who were on what side, who were invaded etc.</p>	<p>Collins secondary sources</p>

		Source, Winston Churchill, Soldiers	Look at secondary sources. What do they tell us about the risk of invasion. Children look at and answer questions about all these sources.	
Lesson 5	1 hour	<p>What did Hitler need to do if an invasion was going to succeed?</p> <p>Key Vocabulary: Orders, Invasion, Propaganda, Adolf Hitler, Luftwaffe, Advisors</p>	<p>Big Question: What did Hitler need to do if an invasion was going to succeed?</p> <p>To look at different pieces of evidence what the comparison of English and Germany resources, Orders written the Hitler over the skies that the British had.</p> <p>Answer these questions: 1) What does this tell us about Hitler's plans? 2) Who is more likely to be successful during and attack and why? Use the evidence from the table to support your idea. 3) 'The Luftwaffe had an advantage from the skies,' what does this mean? Children then write a diary entry as if they were one of Hitlers's advisors.</p>	Collins secondary resources
Lesson 6	2 hours	<p>Why did Britain win the Battle of Britain?</p> <p>Key Vocabulary: Allies, Enemies, Battle, War, Weapons, Ammunition, Strategies spitfires, hurricanes,</p>	<p>What do we already know? Show children videos about the Battle of Britain https://www.youtube.com/watch?v=blP7vPjZEWU https://www.youtube.com/watch?v=RXSrMpiiOjk</p> <p>Look at secondary resources in Collins what evidence does this show? Children discuss them. Then they are given the explanations and they need to match these up.</p>	<p>Collins Teaching Resources https://www.youtube.com/watch?v=blP7vPjZEWU https://www.youtube.com/watch?v=RXSrMpiiOjk</p>
Lesson 7	2 hours	<p>Why did Britain win the Battle of Britain?</p> <p>Key Vocabulary: Allies, Enemies, Battle, War, Weapons, Ammunition, Strategies</p>	<p>Recap on the evidence from last week. Why did Britain win the Battle of Britain?</p> <ul style="list-style-type: none"> - Discuss strategies e.g plotters, spotters radar etc - Planes both German and British and compare Etc <p>Use this information to produce an explanation of why Britain won the Battle using secondary sources.</p>	

Lesson 8	1 hour	<p>What was the Blitz? Which areas were most likely to be affected?</p> <p>Key Vocabulary: Blitz, Air Raid, Blackouts</p>	<p>Show children photographs of the effects of the Blitz. What can you see?</p> <p>Where did the Germans target and why? Recap on what they had learned from the previous session and use this to support their ideas.</p> <p>What do you think it would have been like living through an attack?</p> <p>Discuss. What would you see? Hear? Smell? Feel? Etc</p> <p>Listen and read 1st person accounts of a night during the Blitz.</p> <p>Children to write their own account of a night during an air raid attack</p>	Blitz photos
Lesson 9	1 hour	<p>What were the effects of air raids on Britain and its people?</p> <p>Key Vocabulary: Anderson Shelter, Sirens, Blackouts Blitz Gas Masks Posters Propaganda</p>	<p>How do you think the people of Britain tried to keep themselves safe during an air raid?</p> <p>Discuss and share any ideas. Work through different preventative measures Britain took.</p> <p>e.g gas masks shelters sirens shelters blackouts.</p> <p>Create a poster on how to stay safe during an Air Raid.</p>	Resources
Lesson 10	1 hour	<p>What was rationing and why was it necessary and how it impacted on people's lives?.</p> <p>Key Vocabulary: Rations, Propaganda, Impact,</p>	<p>What was Rationing?</p> <p>Why do you think Britain needed to ration?</p> <p>What was rationed?</p> <p>What effect did this have on people?</p> <p>Create propaganda posters for rationing</p>	<p>Rationing video https://www.youtube.com/watch?v=7e5oygzUrst4</p>
Lesson 11	1-2 hours	<p>What is the Generation Windrush?</p> <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> Ask the children if they have ever heard the term 'Windrush' before. If so, where have you heard it? If not, 	<p>Research Windrush and answer a range of questions about the people and why they came over.</p>

		<p>Commonwealth, Migrants, Migration, Propaganda, HMT Empire Windrush, Colonies, Rations, Discrimination, Multicultural, Diverse</p>	<p>what do you think it means? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • Display the picture of HMT Empire Windrush. Explain that, on 21st June 1948, it arrived at Tilbury Docks in Essex in the UK, carrying 1,027 passengers. Who do you think these people were? Where do you think they travelled from? Why do you think they came to the UK? • Before we look at the answers to these questions, let's set the scene by going back in time to 1948 and exploring what the UK was like then. What global event had taken place between 1939-1945? • Use the following slides to explain the devastating effect that World War II had on the country, and how it needed to be rebuilt - but there was a shortage of working-age men and women to help do it. • Explain that the British government decided to encourage people from other British colonies to migrate to the UK. <p>Do you know what is meant by 'British colonies'? Do you know what 'migrate' means?</p> <ul style="list-style-type: none"> • Tell children about the British Nationality Act, which gave everyone who lived in the UK or any of the British colonies around the world the same rights to live and work in the UK. • Briefly look at some of the British colonies in the Caribbean, and then show children an advertisement that was placed in a newspaper inviting people to sail from Jamaica to the UK. Do you think many people bought tickets? • Use the following slides to briefly look at the reasons why people might want to migrate to Britain. Look at the journey the HMT Empire Windrush took from the Caribbean to the UK, and the occupations of some of those onboard. • Explain that, after a journey of 8,000 miles, the HMT Empire Windrush arrived at Tilbury Docks in Essex on 21st June 1948, and its passengers disembarked the following day. This was a landmark event that was the start of many more people from British colonies, including India, migrating to the UK between 1948 and 1971. Today, people who arrived 	<p>What is the Windrush Generation? - BBC Newsround</p>
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Lesson 12	1-2 hours	<p><i>Why was the Windrush generation so important?</i></p> <p><i>Key Vocabulary:</i> Commonwealth, Migrants, Immigration, Windrush, Rations, Discrimination, Multicultural, Diverse</p>	<p>Let's recap! Ask the children what they know about Windrush and the Windrush generation so far.</p> <ul style="list-style-type: none"> • What did the Windrush generation expect about their immigration to England? Ask the children to think, pair, share their ideas. What would they have been excited about? What would they have been worried about? • What about the British people? What did they expect from the Commonwealth migrants? What were they worried about? What were they excited about? • Discuss and explain how the Windrush generation helped rebuild Britain after the war. Discuss the jobs they took and how they chose to settle in Britain. • Describe how conflicts began to arise. The shortages of housing and food still being rationed created friction between the new citizens and those who already lived in Britain. Discuss how this led to people being discriminated against, bullied and even attacked because of the colour of their skin. • In the years following the mass immigration of people from the Commonwealth, cities such as London, Birmingham, Manchester and Bristol became more diverse and multicultural. Discuss how the arrival of a new culture brought new foods, music dancing and celebration to the UK. <p>Children to have a debate or write an explanation about why the Windrush generation were so important.</p>	<p>Why was the Windrush generation so important?</p> <p>Discuss and produce an explanation text using real life stories</p>