



Portfields Primary School Medium Term Plan

Year Group – 6

Subject - **History**

Topic – **The Impact of War**

Term – **Summer 2**



National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
2.3.1 Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 2.4.1 Address and devise historically valid questions about cause. 2.6.1 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 2.7.1 Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">● How can we find out about the people in our locality who died in the First and Second World Wars?● How did the wars impact children’s lives in our locality?● How did the World Wars change daily life?● Was it more dangerous living in our locality in the First or Second World War?● How should we remember the contribution made by our community during the World Wars?		Explain how war memorials can be a valuable source of information on the impact of war on a locality.	Utility Memorial Thankful Village Civilian Casualty Protected/reserved Occupations Volunteer Evacuee Refugee Imports Rural Urban Sources Evidence Reliability Bias Propaganda Memorial Commemorate Symbolism	Imperial War Museum https://www.iwm.org.uk/history Newport Pagnell Historical Society https://www.mkheritage.org.uk/nphs/
	Technical Questions		Explain how shortages and rationing had an impact on daily life	Technical Vocabulary	Key figures / significant events
	How can we use a memorial to evaluate the impact of 2 World Wars upon local history?	Was the threat the same to our locality in the First and Second World Wars?	Explain how the dangers faced by localities differed in the 1 st WW and 2 nd WW.		
	<i>The war memorial will be the primary source when looking at the physical evidence of those who died in the wars in the local community. The names, particularly multiple ones from the same family, will be significant as well as photographs, written evidence and plaques/buildings will also provide evidence.</i>	<i>Advances in warfare during the 2nd WW had a massive impact on the locality of war. During the 1st WW Zeppelins bombed London, coastal towns and cities. But, in the 2nd WW, aircraft bombed major cities across the country and sometimes, random casualties occurred in towns and villages when aircrews jettisoned any remaining bombs before returning home. The Home Guard, blackouts and shelters were the norm especially in the 2nd WW and had an impact on all localities – urban and rural.</i> Should a memorial commemorate all those in a locality who suffered the impact of war? <i>After studying the impact of war on a community the question arises about whether a community would want to remember that everyone had a part to play in the wars and a memorial could be not just for those that died in battle but those that died at home from bombing or were injured.</i>	Consider the impact of war on a community and how it can be remembered for future generations.		
	Would the impact of war be the same for all in our locality? <i>The impact varied enormously depending on the locality – cities, towns, villages, seaside, conscription, evacuees, reserved occupations all had an impact on the locality. For children this meant fathers/mothers being away, evacuees being in their houses, fathers being at home in reserved occupations.</i>				
How did daily life change during the 2 World Wars? <i>Shortages of food had a big impact during the 2 wars and rationing of food, clothing, fuel made everyone, rich, poor, urban and rural "make do and men” and "dig for victory ". Employment roles changed, especially in the 1st WW, as women took on roles that before would have been closed to them.</i>			Disciplinary Knowledge	Inscription Conscription Blitz Kindertransport Logbook Rationing Home guard Zeppelins Luftwaffe Barrage Shells Bombs Plaque Frieze Tommy Patriotism Mourning	Bletchley Park Chicheley Hall
Lesson Breakdown					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
Flashback Four	Flashback Four	Flashback Four	Flashback Four	Flashback Four	
Last lesson: Name 2 famous Ancient Greek wars. <i>The Trojan War (which had the Trojan Horse) and Battle of Marathon.</i>	Last lesson: What local physical evidence do towns and villages have to commemorate the two World Wars? <i>War Memorials that commemorate</i>	Last lesson: How would the evacuation of children affect people who lived in Newport Pagnell? <i>Children living in large industrial centres or cities such as London.</i>	Last lesson: What limitations were enforced on home life during the Second World War? <i>Food and clothing rationing, black-outs, press</i>	Last lesson: Was Newport Pagnell at major risk of bombing during the Second World War? Give reasons for your answer. <i>No. Newport Pagnell was not at major risk as</i>	

<p><u>Last Topic:</u> Ancient Greece was a prosperous and successful empire. What factors contributed to this? <i>Powerful army, land, skills (including builders), educated (literate/mathematical), natural resources and trade links.)</i></p> <p><u>Last Year:</u> Some journeys in history have great significance and importance. What journeys have you learnt about in History? <i>Walter Raleigh, Kindertransport, Titanic, Vikings, Anglo Saxons.</i></p> <p><u>Last Key Stage:</u> Why would it have been harder to travel long distances before aeroplanes were invented? <i>The length of time it took to travel, comfort on sea or long land journeys, dependency on weather factors (wind, rain, snow).</i></p>	<p><i>local servicemen who were killed during the wars. Traditional war memorials include crosses, plaques, statues and sculptures.</i></p> <p><u>Last Topic</u> Spartans and Athenians were very different societies - give examples of their differences. <i>Athens had a port with excellent trading links, a strong navy, rich in resources, strong culture including philosophy. Democracy. Sparta had an emphasis on warfare, it was the only state to have a professional army with men and women, slaves to farm the fertile land, women could own property and wealth.</i></p> <p><u>Last Year:</u> What reasons could Sir Walter Raleigh have had for his journeys of exploration? <i>He may have wanted to support Queen Elizabeth I in acquiring new lands and wealth, or he wanted adventure, to be famous and gain status or a mixture of both.</i></p> <p><u>Last Key Stage:</u> Give 3 distinctive differences between early aircraft and modern aircraft. <i>Early aircraft were made of wood, today they are made of Aluminium alloys and plastics. Speed - early aircraft 6.8mph. Today - 560mph. Distance - First flight was 37 metres. The modern Airbus is 9700 miles without needing to refuel.</i></p>	<p><i>Birmingham, Coventry would have been evacuated to Newport Pagnell and surrounding villages and lived and been educated with local families.</i></p> <p><u>Last Topic:</u> What evidence do we have today of the Ancient Olympic Games? <i>Large amounts of decorated pottery which help us to piece together information about the people and times.</i></p> <p><u>Last Year:</u> 1st class and 3rd class passengers on the Titanic journeyed for very different reasons. Why do you think they were making this journey? <i>3rd class passengers were travelling in search of a better life in the USA or Canada. 1st class passengers were sailing for leisure, for business; some wanted to specifically be on Titanic's maiden voyage.</i></p> <p><u>Last Key Stage:</u> Do you think the Wright brothers understood what an important invention the aeroplane would turn out to be? Justify your answer. <i>Answers could include - economic reasons, exploration, speed of travel, distance of travel, ease of travel.</i></p>	<p><i>censorship, travel restrictions, limited leisure activities.</i></p> <p><u>Last Topic:</u> Why did the Greeks worship so many different gods? <i>They had different gods to cover all the different aspects of their lives.</i></p> <p><u>Last Year:</u> As the name indicates, the Kindertransport was only for children. Why? Was it justifiable for the time? <i>There was a fear in Britain of adults being an economic burden and taking British jobs, as well as some anti-foreigner and anti-Jewish sentiment.</i></p> <p><u>Last Key Stage:</u> Which do you think is the most important quality needed to be an inventor? Why? <i>Answers could include - resilience, money, patience, dream, time, skill,adaptive.</i></p>	<p><i>it was not an industrial town. Occasionally a "leftover" bomb fell after cities like Coventry or Birmingham had been targeted.</i></p> <p><u>Last Topic:</u> Why did the Greeks fight so many wars? <i>To ensure their city-state was the most powerful, to work together to defeat threats from outside Greece. Plus, war was far more common in history, as civilisations were less likely to resolve problems using diplomacy.</i></p> <p><u>Last Year:</u> What difficulties did the Windrush passengers face when they arrived in Britain? <i>Resentment because of race or religion, difficulties finding accommodation, employment and in later years, having the correct documentation to stay in Britain.</i></p> <p><u>Last Key Stage:</u> The invention of the railways and the invention of the aeroplane. Which do you think has had the most significant impact on human travel through the course of history? <i>Answers could include - railways allowed ordinary people to travel distances for the first time, the ease of getting to and from places, economic, migrant. Aeroplanes - travel anywhere in the world quickly, easily, bringing people together, economic, migrant.</i></p>
<p><u>Learning Objective</u> LO: To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● I know about, and can compare, the numbers of deaths in our locality in both World Wars, and the difference in impact between the two. ● I can find information from a war memorial or war grave, and understand how this can be utilised. ● I can evaluate the usefulness of these sources of evidence. <p><u>Star Knowledge</u> War memorials and war graves are an important source of local history into the World Wars as they not only tell us who died but allow us to use the information to find out more from diaries, local newspapers and photographs.</p>	<p><u>Learning Objective</u> LO: To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● I understand that the experiences of children in the locality were varied ● I can gather information from a range of sources. ● I can evaluate whether a source is useful. <p><u>Star Knowledge</u> Newport Pagnell was not an industrial town so would have been considered safe for evacuees to have been sent. Farming was an important local industry so men (fathers) would have been in a protected workforce and children would have been involved in farm work when not at school.</p>	<p><u>Learning Objective</u> LO: To know and understand how the World Wars impacted daily life.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● I can explain some of the ways in which daily life changed during the wars ● I understand that the impact of the wars varied by region and between families. ● I can use a variety of sources to obtain evidence about daily life during the wars. ● I can give my opinion on one event from WW1 or WW2 that I think had the most significant impact on life in the present, and explain which source of evidence I have chosen to support this. <p><u>Star Knowledge</u> There were food shortages and rationing in both world wars. Rationing of food and clothing encouraged "make do and mend" Locally there were many airfields which had an impact on daily life.</p>	<p><u>Learning Objective</u> LO: To be able to explain if it was more dangerous to live in our locality in the First or Second World War.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● I know what steps were taken locally and nationally to lessen the impact of attack in both World Wars. ● I understand that the advances in warfare made the civilian population more vulnerable to attack in the Second World War. ● I understand that the degree of danger in each of the wars varied by region and between families. <p><u>Star Knowledge</u> It was more dangerous in the Second World War because of the bombing of industrial cities like Coventry and Birmingham being relatively close. Anderson Shelters, Air Raid Wardens would have been in evidence and restrictions on travel were in place.</p>	<p><u>Learning Objective</u> LO: To design (evaluate) a memorial that reflects the contribution made by people <i>in the locality</i> in both World Wars.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● I can design a memorial that represents the breadth of experience of people in the locality in both World Wars. ● I understand how symbolism may be used in a memorial. ● I can use sources to provide evidence to inform my memorial design. <p><u>Star Knowledge</u> Memorials have a significant role in remembering those who gave their lives in conflict, especially in the First World War when so many men were killed, many from the same family. They are a source of comfort for those left behind and reminder of sacrifice made by others for those in the future.</p>

If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.