**Arley Primary School**

**Topic Name: We Shall Never Surrender**

**YEAR: 6 Term: Autumn 2**

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| **Coverage-**   * **This unit of work will teach the class all about World War II.** * **they will learn when and why World War II began and find out about the key individuals and countries involved.** * **they will discover all about evacuation** * **learn what it was like to live with food rationing** * **explore the contribution made by women to the war effort.** * **they will learn important facts about the Holocaust** * **investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.** * **Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.** | **KEY LANGUAGE AND VOCABULARY:**  **Allies**  **Axis**  **Nazi Party**  **Atomic bomb**  **Annex**  **Czechoslovakia**  **Propaganda**  **Active Service**  **Holocaust**  **Ghetto**  **Rationing**  **Britain**  **Germany**  **Russia**  **Evacuation**  **Adolf Hitler** | **KNOWLEDGE AND FACT SHEET**    **KEY QUESTIONS:**   1. Why did the war begin? 2. Who was Adolf Hitler? 3. When, where and why were children evacuated during World War II? 4. What is rationing and how did the people adapt to deal with reduced product availability? 5. What was the importance and significance of the role of women during the war? 6. What was the Holocaust and what were some of the events that took place? 7. What were the key events that took place during WWII? 8. Can I order the key events of WWII on a timeline? 9. What was the war like in our local area? (Blitz- Coventry cathedral- Arley- recounts/photos) |
| **KEY SKILLS AND KNOWLEDGE:**  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.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | |
| **ENRICHMENT:**  **Visits:**  The Holocaust Centre in Nottingham: Leo’s Story (suitable for Primary) or live stream an interview with a Holocaust survivor. | **PUPIL LEADERSHIP:**  Small group presentations on an aspect of the World War II  Children research and present to the class – must include digital media, worksheet, quiz and be clearly and articulately presented. | |