

KPNS History Unit Planning

Year Group: 6

Term: Autumn 1

Topic: Evacuate, evacuate! (WWII)



Big Idea: What was life like for children during World War II?

Enquiry question and substantive concept	Retrieval activity	Teacher Input (direct teaching)	Activities (modelling and scaffolding)	Key Vocabulary	Evidence in books and resources.	Historical Lens (second order concepts)
<p>What and when was WWII?</p> <p>Substantive concept: War</p> <p>Ruler (also in VIPERS sessions about leaders during WWII)</p>	<p>Cold task – What do I already know about WWII?</p> <p>Timeline activity – ordering historical periods already studied at KPNS. Can they identify where WWII fits in?</p>	<p>Definition of war</p> <p>Video explaining what and when WWII was.</p>	<p>Make notes together from the video.</p> <p>Practice: Children to tell each other which countries were involved in the war and when it took place.</p> <p>Two other texts for children to read. Add to their notes.</p> <p>Apply: Chn to answer the question 'What and when was WWII?'</p>	<p>War</p> <p>Rulers</p> <p>World War</p>	<p>Answer to enquiry question.</p>	<p>Chronology and understanding</p>
<p>What happened to children when war broke out in 1939?</p> <p>(Also covers geography objective).</p>	<p>When was WWII?</p>	<p>Video/photos</p> <p>Children evacuated out of big cities to be safe. Show suitcase – what would they pack in it? What do they think chn would have packed in it during WWII? Show copy of letter sent to parents with a list of what the children were allowed to take.</p>	<p>Practice: Children to compare list of what they thought they would be able to take with them with what they can actually take with them.</p> <p>Give chn evacuation tickets showing where they are going from and to. How does it make them feel? (Model first).</p> <p>Apply: Children to answer the questions on the sheet.</p> <p>Practice: Children to practice using an Atlas to locate various places around the UK.</p> <p>Apply: Map work – locating home and evacuation locations – model first.</p>	<p>Evacuation</p> <p>Evacuee</p> <p>evacuated</p> <p>Possessions</p>	<p>Feelings around being evacuated. Annotated map of places children were evacuated to.</p>	<p>Cause and consequence</p> <p>Historical evidence</p>
<p>What happened during the Blitz?</p> <p>(Also covers Geography objective).</p>	<p>Write a definition of the word 'evacuation'. Why were children evacuated during WWII?</p>	<p>What was the Blitz? Why did this happen? (But do inference activity first). Children to read about their location. Watch video to provide further information about what</p>	<p>Practice: Children to look at photos of bombed locations (without knowing that's what they're looking at). Fill in inference grid (model first).</p> <p>Apply: Chn given written information about their location – can they now start to work out</p>	<p>Blitz</p> <p>bombing</p>	<p>Inference grid and photos of bombed locations. Questions to answer.</p>	<p>cause and consequence</p>

		happened during the Blitz.	why these locations were bombed? Model one first (use Coventry as an example on the board). Watch video to give chn more info and then answer questions about why certain locations were bombed.			
What was home and school life like during World War II? (Including rationing).	Why were cities throughout the UK bombed during the Blitz?	Explain what rationing was. Video that explains rationing in more detail. Show children rationing book (explain that it is from after WWII but will give them an idea). School life in WWII.	Rationing: Children to discuss which foods they think were rationed. Estimate weekly quantities of each of the foods that were rationed. Practice: Chn to sort pictures of foods into those that were rationed and those that weren't. Apply: Model completing rationing sheet. Children to complete rationing sheet using the fact cards to help them. School life: Children to summarise info sheets in their own words to share with rest of class. Talk about similarities and differences to school life then and now. Make notes on board to support chn with their answers. Model writing an answer.	rationing compare and contrast	Rationing sheet – explain what rationing is and table of rationed foods. Compare school life then and now.	Similarity and difference
How were some children discriminated against during World War II? Substantive concept: rules/law	Definition of rationing. Sorting items into what was rationed and what wasn't.	Add in definition of rules/law Slides 2-5 -Photos of Anne Frank. Do they know anything about her? Watch Anne Frank animation. Read Diary excerpts on slides together. Finish PPT and watch 'who was Anne Frank' video. Slides 2-3 second PPT – teaching chn about the 'anti-Jewish laws'.	Practice: Children to read diary extracts in their groups and make notes on the question that goes with each one. Feed back to the rest of the class. Chn to read second lot of diary entries, this time focusing on anti-Jewish laws. Apply: Chn to use information from both sets of diary entries to answer the enquiry question.	discrimination persecution Jewish rules law	Diary entries Answer enquiry question in books.	Similarity and difference
What happened to children after WWII? Substantive concept: Society	How were children discriminated against during WWII?	VE Day Life in Britain following the war.	VE day video: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr Read VE day text.	VE day surrender	Chn to write a diary entry in role as a child during WWII. Use notes made from video and text as well as	Chronology and understanding

			Practice: Chn to make notes on what happened after the war e.g. fighting still continued, rationing continued for another 9 years etc. Discussion about what life was like for chn after the war i.e. what stayed the same, what changed. Apply: Diary entry in role as a child during WWII.		prompts to support.	
End of topic – fill in blank version of knowledge organiser.						