

Long term planning WW2**Curriculum area - History**

National curriculum links	As Historians we are getting better at:	Success criteria (differentiated)	Suggested activities to develop this learning	Cross curricular – including school values
<p>Foundation stage</p> <ul style="list-style-type: none"> • Personal, Social & Emotional Development • Communication & Language • Physical Development • Literacy • Mathematics • Understanding the World • Expressive Arts & Design 	Talking about past events and describing them!	<p>30-50 months I remember and talks about significant events in their own experience. I recognises and describe special times or events for family or friends.</p> <p>40-60 months Icantalk about past & present events in their own lives& in the lives of family members.I know that other children don't always enjoy the same things, & are sensitive to this.</p>	<p>Circle time- where have we visited in the past? The zoo? The cinema? Children talk about the past. Compare to present- what are we doing now?</p> <p>Activities- Paint pictures of past event and describe Look at pics sent in by parents- can we remember and describe?</p> <p>Role-play- Recreate Blitz scene in Anderson Shelter. Help to design and make. Small world- create own mini Anderson Shelter</p>	

			and spitfire... wait for the siren!	
<p>Key stage 1 Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people & places in their own locality</p>	<p><u>Chronology</u> <i>Identifying differences between now and the past</i></p> <p><u>Events, people & changes</u> <i>Recognise how their own lives are different from the lives of people in the past</i></p>	<p>E: Identify some similarities and differences between their own present and aspects of the past D: Identify some similarities and differences between ways of life in different periods S: Identify a range of similarities and differences between ways of life in different periods</p> <p>E: Begin to recognise some ways in which their own lives are different to the lives of people in the past D: Recognise some ways in which their own lives are different to the lives of people in the past S: Recognise and compare different ways in which their own lives are different to the lives of people in the past</p> <p>E: To show what they know and understand about the past in different ways (Speaking & Role-Play) D: To show what they know and understand about the past in different ways (Speaking, Role-Play & Drawing) S: To show what they know and understand about the past in different ways (Speaking, Role-Play, Drawing & Writing)</p>	<p>Investigate and compare the lives of evacuees when they were in the city and when they were then moved to the country</p> <p>Compare and contrast lives of children in the war with our lives now</p> <p>World War 2 everyday life Use the following website to investigate how food was different in the war – compare food now and in the past – what would it have been like? www.bbc.co.uk/schools/primaryhistory/world</p>	

	<p><u>Communication</u> <i>To show what they know and understand about the past in different ways</i></p>	<p>E: Answer simple questions about the past using a range of sources D: Ask and answer simple questions about the past using a range of sources S: Ask and answer questions about the past using a range of sources</p> <p>E: Make some links between wartime life and present day life D: Make more sophisticated links between wartime life and present day life making reference to a range of sources S: Make more sophisticated links between wartime life and present day life making reference to a range of sources and considering the reliability of those sources</p>	<p>war2/food and shopping/</p> <p>Possible texts: War Boy (Michael Foreman)</p> <p>Mercedes and the chocolate pilot</p> <p>Role Play: Air Raid Shelter, rations shop</p>	
<p>Lower key stage 2</p> <p>Local History Study (A study of an aspect of history dating from a period beyond 1066 that is significant in the locality)</p>	<p><u>Enquiry, Interpretation & Using Sources</u> <i>Ask & answer questions about the past through observing and handling a range of sources</i></p>	<p>E: Select and choose information from some sources to respond to a question D: Carefully select, choose and organise information from some sources to respond to a question S: Carefully select, choose and organise information a wide range of sources to respond to a question</p>	<p><u>Evacuees</u> What was life like for an evacuee?</p> <p>How did evacuation change the lives of the evacuees? (Possible link</p>	

<p>Study of an aspect of history beyond 1066 (A significant turning point in British history)</p>	<p><u>Chronology</u> <i>Making some links between and across periods</i></p> <p><u>Communication</u> <i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</i></p> <p><u>Enquiry</u> <i>Use some sources to start devising historically valid</i></p>	<p><i>E: Make more sophisticated links between wartime life and present day life making reference to a range of sources</i> <i>D: Make more sophisticated links between wartime life and present day life making reference to a range of sources and considering the reliability of those sources</i> <i>S: Make highly sophisticated links between wartime life and present day life making reference to a wide range of sources and considering the reliability of those sources</i></p> <p><i>E: Carefully select, choose and organise information from some sources to respond to a question</i> <i>D: Carefully select, choose and organise information a wide range of sources to respond to a question</i> <i>S: Carefully select, choose and organise information a wide range of sources to respond to a question using sophisticated historical terminology</i></p>	<p>to Mr Cave's experiences)</p> <p>Why were children evacuated?</p> <p>How happy were evacuees?</p> <p>Street Party to end the topic??</p> <p>Use Keystage history to support learning on evacuation (Eric the Evacuee, Evacuation enquiry)</p> <p>Books: Goodnight Mr Tom Carrie's War War Game – Michael Foreman</p>	
<p>Upper key stage 2</p>			<p><u>Evacuation</u> (<i>Subsidiary focus for UKS2</i>)</p>	

<p>Local History Study (A study of an aspect of history dating from a period beyond 1066 that is significant in the locality)</p> <p>Study of an aspect of history beyond 1066 (A significant turning point in British history)</p>	<p><i>questions about change, cause, similarity and difference</i></p> <p><u>Chronology</u> In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda)</p>		<p>Rights and wrongs – debate reasons for/against Cover similar themes to LKS2 but at a deeper level</p> <p><u>Women’s Land Army</u> <i>(Main focus for UKS2)</i> Keystage History – Propaganda task</p> <p>What was the impact on farms when the young men went to war?</p> <p>How did farming communities cope with wartime?</p> <p>What was the Women’s land army?</p> <p>Propaganda for the Women’s land army</p> <p>How did Britain cope with the effects of war on the home front? (Keystage History)</p>	
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	<p><u>Communication</u> Produce detailed structured work to select and deploy information and make appropriate use of historical terminology</p> <p><u>Enquiry</u> Understand how our knowledge of the past is constructed from different sources and that different versions of past events exist</p>			
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Curriculum drivers	<u>Diversity</u>	<u>Environment</u>	<u>Enterprise</u>	