



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

Subject: History	Topic: WWII	Autumn 2 – Year 6
<p><b>National Curriculum links:</b></p> <ul style="list-style-type: none"><li>• To know and understand significant aspects of the history of the wider world: achievements and follies of mankind.</li><li>• To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li><li>• To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li><li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li><li>• <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></li></ul>		
Knowledge and Skills Objectives	Activity	Differentiation
<p><b>Lesson One</b></p> <p><b>LO: I can understand historical concepts such as continuity and change.</b></p> <p><b>For children LO: I can order WWII events.</b></p>	<p>Children to read and map information on a timeline outlining the key events of WWII.</p>	<p><b>LA</b> – To verbally discuss the events with the teacher. Teacher to build a group timeline. Children to record their ideas on basic timeline. As an outcome, they should show that they have grasped the basic concept of progression and change.</p> <p><b>MA</b> – Use blank timeline to outline the events in order. Successful examples will be clear and concise and show continuity and change.</p> <p><b>HA</b> – Use blank timeline to outline the events in order. Successful examples will be clear and concise and show continuity and change.</p>



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<p><b>Lesson Two</b></p> <p>LO: To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><b>For children LO: I can use evidence to find facts about WWII.</b></p>	<p>Children to be given a range of information from different sources and make conclusions based on evidence.</p> <p>They should, first of all, make sense of the information given in small groups, discuss and assimilate.</p> <p>Key questions to be considered include:</p> <ul style="list-style-type: none"><li>• What is a swastika?</li><li>• What did the Nazi party believe?</li><li>• Name 3 countries that were part of the allies?</li></ul>	<p><b>All:</b> – Using the information sheets, children should answer a range of questions using the evidence provided.</p> <p>Successful pieces of work will show clear answers that have considered both prices of information on the same topic. Children should decide which information is relevant and which information 'clouds' historical enquiry.</p>
<p><b>Lesson Three</b></p> <p>LO: To gain historical perspective by placing their growing knowledge into different contexts.</p> <p>(For children LO: I understand how children in cities protected themselves.</p>	<p>Explain that during the war, many measures were taken so that people could stay safe – especially in cities. Ask children to consider bombing and ask:</p> <p><i>How do you think people would have been able to protect themselves against bombing?</i></p> <p>Discuss with children how parents may have felt when children were evacuated.</p> <p>Note some brief ideas on flipchart paper – reasons why them might want it to happen v reasons why they might not want it to</p>	<p><b>LA / MA / HA</b> – Look at the positives and negatives of evacuation in more detail and from the point of view of parents.</p> <p>Successful examples will show an understanding of how children were protected, especially in cities. They will show understanding of how these decisions affected parents.</p> <p>Sheet below:</p>



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	<p>happen.</p>	<p>During World War II children were evacuated out of cities to keep them safe. How many reasons can you think of why parents might be for and against evacuation?</p> <div data-bbox="1397 488 1962 783"> </div>
<p><b>Lesson Four</b> LO: To understand historical concepts such as continuity and change, cause and consequence, similarity and difference.</p> <p><b>For children LO: I know how evacuees lived differently to me.</b></p>	<p>Children to consider a range of resources focusing on refugees. They should look at images (see PPT), first-hand accounts and descriptions.</p> <div data-bbox="568 1011 1093 1283"> </div> <p>Can the children compare their lives now and the life of an</p>	<div data-bbox="1451 863 1921 1289"> <p><b>Children in World War II</b> <span style="float: right;"><b>Worksheet 4B</b></span></p> <p>Name: _____ Date: _____</p> <p>How do you think evacuees would have felt when they were evacuated? Think of some adjectives and explain why you have chosen each emotion.</p> <p>I think evacuees would have felt _____ because _____</p> <p>I think evacuees would have felt _____ because _____ </p> <p>I think evacuees would have felt _____ because _____</p> </div>



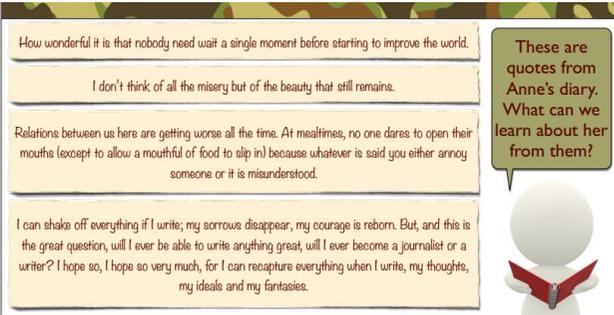
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	evacuee?	Children to complete the worksheet above.
<p><b>Lesson Five</b></p> <p>LO: To understand historical concepts such as continuity and change, cause and consequence, similarity and difference.</p> <p><b>For children LO: I know the experiences of Jewish children in WWII.</b></p>	<ol style="list-style-type: none"> <li>1) Take children through the PPT – What was it like for children in the second World War?</li> <li>2) Consider what it would be like for children and focus on Anne Frank. Continue to follow through PPT.</li> <li>3) Look at the quotes and extracts from Anne Frank’s diary.</li> </ol> 	<p><b>All –</b></p> <p>Complete and order the story of Anne Frank using the sheet below:</p> <div data-bbox="1413 707 1951 1145" style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between;">  <div style="text-align: center;"> <p><u>The Story of Anne Frank</u></p> </div>  </div> <div style="border: 1px solid orange; padding: 5px; margin: 5px;">Anne Frank was born in Frankfurt in Germany in 1929.</div> <div style="border: 1px solid orange; padding: 5px; margin: 5px;">Anne and her family moved to Amsterdam in the Netherlands when Hitler came to power in 1933.</div> <div style="border: 1px solid orange; padding: 5px; margin: 5px;">They lived happily in Amsterdam until the war broke out in 1939. Then, the Nazis started their attacks against Jews.</div> <div style="border: 1px solid orange; padding: 5px; margin: 5px;">Anne was given a diary for her thirteenth birthday on 12th June 1942.</div> <div style="border: 1px solid orange; padding: 5px; margin: 5px;">Anne and her family went into hiding to escape the Nazis in July 1942.</div> </div>
<p><b>Lesson Six</b></p> <p>LO: To understand a significant turning point in history – The Battle of Britain.</p>	Link to cross curricular writing.	Writing task on Battle of Britain



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**For children LO: I understand  
the importance of the BOB.**

**Potential Extended Write:**

Diary extracts from the point of view of a child in WWII.  
Biography of Sir Winston Churchill.



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Subject: History	Topic: Industrial Revolution	Spring 2 – Year 6
<p style="text-align: center;"><b><u>Objectives taken directly from the National Curriculum</u></b></p> <p style="text-align: center;">To know and understand significant aspects of the history of the wider world: achievements and follies of mankind.</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p style="text-align: center;"><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></p>		
<p><b><u>Lesson One</u></b></p> <p><b>LO:</b> To begin to understand why the Industrial Revolution was important to Britain.</p>	<p>Arrange a selection of inventions in order, and try to guess the date for each of them.</p> <p>Look at a pre-industrial scene, and a post -industrial scene, of the same location. Ask the pupils to list as many things which they can think of which did not exist before the industrial revolution. Images from A Street Through Time (Dorling Kindersley) would work well.</p>	



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	<p>Ask pupils to write down five things that they enjoy doing on a regular basis. Collate a list of activities. Then, tick any of the activities that could have existed before the Industrial Revolution.</p> <p><b>Key Questions</b> What was the Industrial Revolution? How does an industrial society differ from a pre-industrial society? What sorts of developments characterised the Industrial Revolution?</p>
<p><b>Lesson Two</b></p> <p>LO: To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.</p>	<p>Study the two images of cotton spinning.</p> <p>One image of a pre-industrial spinning wheel – the classic ‘cottage industry’ model. One of an early factory or ‘cotton mill’, with spinning mules at work. Compare the two ways of producing cotton, and explain why the mill is so much more efficient, produces so much more cotton, and most importantly allows for cotton to be much cheaper.</p> <p>Look into what life was actually like working in an early factory, particularly the high levels of heat, noise and danger.</p> <p><b>Key Questions</b> How was cotton spun before the Industrial Revolution? Why was Arkwright’s invention so important? What were the advantages of spinning cotton in a factory, using machines? What do you think happened to the women who spun cotton on their spinning wheels?</p>
<p><b>Lesson Three</b></p> <p>LO: To understand the significance of the steam engine during the Industrial Revolution.</p>	<p>Explain the principles of an early steam engine to the pupils: fuel heats water to boiling point; the steam powers a piston; piston drives a wheel; wheel creates rotary motion.</p> <p>Show pupils an animation of the rotary system.</p> <p>Ask pupils to come up with different uses that a steam engine could find, once the design had been perfected. Agriculture, pumping, transport, etc.</p>



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	<p>What are the advantages and disadvantages of the steam engine?</p> <p><b>Key Questions</b> How did a steam engine work? Why was it necessary to burn fossil fuels to power a steam engine? Why did the steam engine have such an enormous impact as an invention?</p>
<p><b>Lesson Four</b> LO: To understand why coal and iron were so important for the Industrial Revolution.</p>	<p>Study the animation of the blast furnace to understand how it worked, and why it needed both coal, and rotary motion (provided by water or a steam engine).</p> <p>Show video on coal mining and how it worked.</p> <p>Study and annotate the painting Iron and Coal (resource 2) and the painting Coalbrookdale by Night (resource 3). Explain that they have two very different views on industrialisation.</p> <p><b>Key Questions</b> Why was iron needed during the Industrial Revolution? How did the 'blast furnace' improve iron production? Why was coal needed during the industrial revolution? How was coal mined?</p>
<p><b>Lesson Five</b> LO: To understand the impact that canals had on trade and transport in Britain</p>	<p>Compare and annotate an image of a packhorse with an image of a horse pulling a barge in order to understand the significance of the canal.</p> <p>Show a video of the very first canals and discuss local canals.</p> <p><b>Key Questions</b> Why were packhorses so ineffective for transporting heavy goods? Why were barges on canals so much more effective for transporting goods? What was an aqueduct?</p>



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### **Lesson Six**

LO: To know about the first train lines to be built in Britain.

Read an extract from Franny Kimble's memoirs about her first journey by train, and contrast it with the account of William Huskisson MP's death. Pupils then compose their own account imagining they have travelled on the maiden journey of the Liverpool to Manchester railway (resource 4).

Show Dan Snow's documentary about the birth of the British railway, and this is about their effect on Britain

### **Key Questions**

Where was the first passenger steam train built?

Who designed the first passenger steam train?

How did people react to the arrival of the train?