LKS2 Unit – Wartime Westhoughton

Understand the events of WW2 and the impact of the war on the local area. The unit will take place before the Geography unit in Spring Term 2 where a local study of Westhoughton will take place

Knowledge Progression

To know the significant dates of WWII (start, The Blitz, Evacuation, Rationing, end) how this event fits onto a timeline based on the periods in history taught so far
To know about Neville Chamberlain, Winston Churchill, King George VI and Adolf Hitler during WWII and the roles they each played. How did the decisions of these people impact the lives of the people in Westhoughton
To know about a local solider and understand how local soldiers going to war impacted Westhoughton. Understand how the arrival of American Troops into the country and the town changed the demographic. Look at how the town benefitted from American troops (Black History link)
To know that people were evacuated to Westhoughton during the war and how this changed the area
To know how nationwide events such as the Blitz and rationing impacted the people of Westhoughton
To identify how the people of Westhoughton lived during the war. What was the impact of the War on local homes and buildings.
To make comparisons between the lives of people in Westhoughton to the lives of people in London

Skill Progression

To use a timeline to sequence the events of WWII alongside the eras already studied (Victorians, Great Fire of London, Pretoria Pit, Queen's Jubilee, The Ancient Greeks)
When using timelines, identify how key events are sequenced and note connections, trends and contrasts overtime
To ask and answer historically valid questions using sources of evidence
To use evidence sources as a basis for research and summarise their findings
To be able to evaluate sources of evidence on their reliability
To describe how Britain has influenced and been influenced by the wider world and how this has shaped Britain
To identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).
To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
To make comparisons between Westhoughton and London during the Wartime Era
To understand and apply vocabulary to their outcomes, discussing in detail to show their understanding

Key Learning

The children will know that the war started in 1939 because Adolf Hitler and his German army started to invade its neighbouring countries. Britain, along with France and the Soviet Union had promised to help Poland if Germany invaded. Germany invaded Poland in 1939 and this started WWII.
Pupils will understand that the war ended in 1945 when Germany surrendered. Pupils will understand the sheer numbers of deaths during WWII with approximately 40 to 50 million people worldwide losing their lives because of the war.
Pupils will know who the axis and allies were. The two sides that fought the war were called the Axis powers and the Allies. Germany, Italy, and Japan were the major Axis powers. The major Allies were the United States, the Soviet Union, the United Kingdom (Great Britain), and France. China also aided the Allies. By the time the war ended, almost every part of the World were involved. Pupils will be able to use maps to explore the countries on each side and discusse where they are placed in relation to Germany and the UK.
The children will understand when the Blitz happened in the UK (1940), what happened during this time and how the lives of the people in Westhoughton were different to those in London due to the location. Pupils will understand that The Blitz caused a significant amount of damage to London but that in Westhoughton, the damage was much less due to the location. However, the impact on the country would have been felt by the Westhoughton people. Sandbags would have been used to protect the town's buildings and local men would have gone to fight by joining the army.
Pupils will understand that when the Blitz happened in the UK, the UK army had 'radar' which told the army when German planes were coming and allowed the Bristish army to attack back. The army shot down many German planes and this became known as The Battle of Britain. The battle helped the country to defend itself against the German attack.
Pupils will know that other cities were attacked. Bombs were dropped in Liverpool, Coventry, Manchester amongst others and also that as planes fell overhead, they remained a worry for the local people.

The children will understand how the local area was affected by the war – what the streets looked like, what the people did during this time and how the town changed as a consequence of evacuation, rationing and soldiers going to fight. They will know that people were evacuated **into** Westhoughton for safety and will be able to consider how this changed life in the town.
The children will understand the British leader at the start and at the end and the impact that each had. They will know who Adolf Hitler was and his role in the War.
The children will know who the local soldier, J Sharrock was, what he did, where he lived and that his name is on the Cenotaph. From this they will be able to explain the impact of the War on families and those who went to fight. The children will understand that despite not being a major city, the town's structure changed due to dropped bombs and also the changes made to some buildings to change their use to become useful to the war effort (factories, homes). Rationing will be explored and the children will understand how the local farming environment would have supported the town and the food available when compared to cities such as London. The children will make comparisons to London and also to the Victorian era to look at the town beforem during and after.

Vocabulary

Consequence Population Rural/urban Primary source Secondary source Infer Clarify Adolf Hitler Winston Churchill Neville Chamberlain Leaders Countries Axis Allies Europe Attack Defend Advance Blitz Evacuee Ration Soldier Home Guard Society Town Village City Country Protect Shelter Weapons Aircraft Transport Travel Belongings Property

Misconceptions

Only men went to fight
People were evacuated from Westhouhgton
Women stayed at home
It was the same experience for all places in Britian
Westhoughton was bombed in the same way as larger cities/ Westhoughton was safe and had no bombs

Prior Knowledge

The Victorians Unit in KS1
An understanding of the local area and life during this era

The Pretoria Pit KS1
An understanding of the local area and life during this era
The understanding of how an event impacts on the town

Queen's Jubilee
The Queen ascending the throne
The role of royalty in society

Previous skills taught in KS1 of chronology, questioning, use of evidence sources and exploring significant people

Future Learning

Next topic – What's outside my window
Westhoughton and the transport system (canals, trains, road)
Year 4 /Cycle B
Weavers at work – exploring the cotton industry and trade in Westhoughton
Mills and factories
The area of Westhoughton and how it is made up
Year 6
WW1

Possible Activities/Evidence

Create fact sheets/descriptions/ brainstorms to explain significant people and role. Comparisons between them could support more able to see how they were similar and different.

Consider who the significant people in Westhoughton would have been – mayor. Consider the links between the national/worldwide significant people such as Hitler, Churchill and then the local significant people and how they carry out the messages and work to the local area. How would the local people have found out the messages from the significant people, how would they have viewed these people – the use of radio, wireless, broadcasts as a community, discussions in the street as messages came through.

Discuss the use of a range of resources including pictures, texts, animations and the Internet to consider reliability and bias. Which sources of evidence are the most/least reliable? Which are the most useful?

Westhoughton was not bombed but Bolton was – what would have been the impact? How would people have tried to protect themselves and their homes – shelters, strips on the windows, black out.

Many factories would have changed their purpose to suit the war – production of weapons and ammunition for example. More women working as men went to fight. What was the impact on the area? The use of maps to explore life before, during and after World War 2.

Comparison charts to compare life then to today, try games played by the children back in the war. Write descriptions, instructions, guidelines, posters to support and guide the people in the local area through the war. Look at the ration ingrediants for a week

Comparison with other areas studied – The Great Fire, The Victorians and today. Why were they different? What did stay the same? Why? Look at the key focus when comparing – transport, people, homes, leisure. Children could create comparison charts/texts/Venn Diagrams to support learning.

Encouraging pupils to talk to their parents and grandparents about Westhoughton. What did it used to be like? Why did it change? Were the changes for the better?

Wartime Westhoughton-LS Lowry as a 'northern artist (1887-1976)





LKS2 Unit – The Ancient Egyptians (full term)

Explore the lifestyles, homes, entertainment and significant people from the Ancient Egyptian era.
Consider how these compare to other eras studied and the impact on life today.

Knowledge Progression (LE – Lines of enquiry, Ch – chronology, Ch & Con – change and continuity, CC – Cause and consequence, I & S – interpretation and significance, SP – significant people)

1. Who were the Ancient Sumer, when did they live and what did they do? (Ch)
2. Who were the Indus Valley, when did they live and what did they do? (Ch)
3. Who were the Shang Dynasty of Ancient China, when did they live and what did they do? (Ch)

4.To identify when the Egyptians lived and how these compare to other ancient civilisaitions (Ch)
4.To identify key events during the Ancient Egyptian era (Ch)
5.To understand how the Egyptians lived, how homes were built and the differences between the homes of different Egyptians LE How did different Ancient Egyptians live? (*Ch & Con, I & S*)
6.To understand the importance of pyramids to the Egyptians (*Ch & Con, I & S*)
7.To understand the importance of Gods and Goddesses to the Egyptians (*Ch & Con, I & S, SP*)
8.To understand the importance of hieroglyphs to the Egyptians and the wider world LE What did we learn from the Rosetta stone? (*Ch & Con, I & S*)
9.To understand how the Egyptians used boats and water networks alongside land travel. LE How did the Ancient Egyptians travel and why? (*CC, I & S*)
9.To understand how the use of the River Nile compares to the use of the canals during the industrial revolution in Manchester (*CC, I & S*)
10.To understand the significance of Mummification and the afterlife (*CC, I & S*)
11.To understand about Tutankhamun and his role during the Egyptian era LE What can we learn from the tomb of Tutankhamun? (*SP, I & S*)
11.To make comparisons between Tutankhamun and his role as a ruler to that of the British prime minister during WW2. (*SP, I & S*)
12.To identify Ancient Egyptian inventions and their impact on the wider world LE What did the Ancient Egyptians invent that have helped me today? Black History Link (*Ch & Con, CC, I & S*)

Skill Progression

To use a timeline to place the Ancient Egyptian era alongside others studied (Ch)
When using timelines, identify how key events are sequenced and note connections, trends and contrasts overtime (Ch, CC)
To ask and answer historically valid questions using sources of evidence (follow lines of enquiry) (*CC, I & S*)
To use evidence sources as a basis for research and summarise their findings (CC, Ch & Con, *I & S*)
To be able to evaluate sources of evidence on their reliability (*I & S*)
To identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). (*I & S*)
To construct informed responses that involve thoughtful selection and organisation of relevant historical information. (CC, Ch & Con, *I & S*)
To make comparisons between the Ancient Egyptian Era, WWII and The Industrial Revolution (*CC,Ch & Con, I & S*)
To understand and apply vocabulary to their outcomes, discussing in detail to show their understanding (*I & S*)

Key Learning

Ancient Sumer was an ancient civilisation that existed from c. 5300 BC to c. 1940 BC in the Mesopotamia region, where the rivers Tigris and Euphrates meet.
The Indus Valley or Harappa civilisation dates from around 3300 BCE to 1700 BCE. The people of the Indus Valley left behind no temples, palaces or statues.
The Shang Dynasty is the earliest ruling dynasty of China to be established in recorded history, though other dynasties predated it. The Shang ruled from 1600 to 1046 B.C. and heralded the Bronze Age in China. They were known for their advances in math, astronomy, artwork and military technology.
Ancient Egypt lasted for over 3000 years from 3150 BC to 30 BC. It was grouped into three major kingdoms called the Old Kingdom (2686 BC to 2181 BC), the Middle Kingdom (2050 BC to 1710 BC) and the New Kingdom 1570BC to 1069 BC). It was during these times that ancient Egypt was at its strongest. The times between the Kingdoms are called intermediate periods.
The civilization of ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of ancient Egypt's wealth and was therefore highly significant. Great Egyptian cities grew up along the Nile as the Egyptian people became experts in irrigation and were able to use the water from the Nile to grow rich and profitable crops. The Nile provided food, soil, water, and transportation for the Egyptians. Great floods would come each year and would provide fertile soil for growing food.
The Great Pyramid of Giza is part of a larger complex called the Giza Necropolis. There are two other major pyramids in the complex including the Pyramid of Khafre and the Pyramid of Menkaure. The Great Pyramid was built as a tomb for the pharaoh Khufu. The pyramid once held all the treasures that Khufu would take with him to the afterlife. It took 20,000 workers around 20 years to build the Great Pyramid.
Religion played a big part in the lives of the Ancient Egyptians. They believed in a wide variety of gods and goddesses. These gods could take different forms, usually as animals. The same animal may represent a different god depending on the area, temple, or timeframe. Many Pharaohs built large temples in honor of their gods. These temples would have large statues, gardens, memorials, and a place of worship. Towns would have their own temples as well for their own local gods.
The Egyptians believed that there was a life after death. They thought that people had two important parts: a "ka", or life force that they only had while alive, and a "ba" which was more like a soul. If the "ka" and "ba" could be united in the afterworld the person would live in the afterlife. A key component was that the body be preserved for this to happen. This is why the Egyptians used the embalming process, or mummification, to preserve the dead. Mummify a tomato to understand the different aspects to the process.

They were one of the first civilizations to invent writing. The Ancient Egyptians used picture words to write called hieroglyphics. It is a very old form of writing that they starting using as early as 3000 B.C. Hieroglyphics was a very complicated way of writing involving 1000s of symbols. Some of the symbols represented sounds, like our letters, and other's represented entire words In 1799 a French soldier found a special stone in the city of Rosetta. This stone had the same message written in both hieroglyphics and Greek. This was important because it helped to translate what the hieroglyphics said and could be used to help translate other hieroglyphics as well.
The ancient Egyptians were scientists and mathematicians. They had numerous inventions including ways to build buildings, medicine, cosmetics, the calendar, the plow for farming, musical instruments, and even toothpaste.

Vocabulary

Past, Old, Today, Long ago, Era, Homes, Timeline, Order, Sequence, Giza, Pyramid, Sphinx, Temple, Canopic Jars, Gods, Goddesses, Afterlfe, Hierogyphs, Rosetta Stone, Scribe, Mummy
Pharaoh, King, Queen, Delta,Nile, River, Canal, Travel

Misconceptions

Ancient Egyptians lived in Pyramids
All Ancient Egyptians could read and write because they had the Hieroglyphs
There were only 1 or 2 main Gods and Goddesses
The pyramids were built by slaves
All Ancient Egyptians wore wigs
All Ancient Egyptians were black (Black History link – what have the Ancient Egyptians taught us?)

Prior Knowledge

KS1
Victorian schools
Significant Victorian inventions (link to Egyptian inventions)
Using timelines
Asking and answering questions
LKS2
WW11 – how the event changed the lifes of people, comparisons of world leaders
Year 4 - The Ancient Greeks and their impact on the wider world
Year 4 - The industrial revolution/Weavers and Work (canals and their role in cotton mills and industry)
The use of source of evidence to explore questions and test simple hypothesis
Simple comparisions

Future Learning

Following Cycle
Currnet Year 3s will move on to learn about the Ancient Greeks and their impact on the wider world
Current Year 3s will move on to learn about cotton mills and the industrial revolution, the impact of the canals on industr
UKS2
Maya and their impact on the wider world
WW1 and world leaders – how these compare to other world leaders studied
Looking at evidence sources and understanding bias and the importance of looking at a range of sources

Possible Activities/Evidence

Create a timeline to show the key eras looked at so far – The Great Fire, WW2, when we were born and what date we are today, The Victorians, The Ancient Greeks and also The Egyptians.
Clear understanding about the difference between the different eras, the amount of time between The Egyptians and other eras, understanding the order of events, the time between one era and another and how long specific eras lasted for. Create a separate timeline to break down the three major kingdoms of The Ancient Egyptian Era and the significance of each. Research and recap key information about the different eras and summarise the key points to remember.
Use a bank of images and photographs, lots of different sources or evidence to show what homes were like in Egyptian times . Place pictures, photographs etc in the centre of the table/on paper and infer what they tell use based on this period in History. What were homes made from, size, shape, colour, windows, doors, location etc. Record ideas around the images on large sheets of paper around them based on what the children can see based on the evidence. Write questions which the children now have in a different colour so they stand out. Build on the evidence sources used by completing research using a variety of texts or video clips to expand our understanding and answer our questions.
Discuss the use of a range of resources including pictures, texts, animations and the Internet to consider reliability and bias. Why might some sources of evidence be more reliable than others.

Similar to above, use a range of images, photographs and artefacts to explore certain elements of Lifestyle and entertainment. Focus on a specific aspect at one time as a class or children could work in groups to explore a specific elements and then share with the rest of the class what has been found out.
Encourage the children to infer what the evidence sources tell us and consider thoughts, feelings, actions, reasons, similarities, differences as they find out more. Encourage children to write their own questions and consider how they can be answered.
They could complete an in-depth study about the River Nile and explore how it was used, the importance of it for transport, who used it, how they travelled on it and look at how the River Nile linked different places.
They could explore different sources of evidence about the River Nile and compare what they tell us. They could explore different people and how they used the river – looking at the importance and use of the river by different groups of people.
Comparison about the canals in Manchester during the industrial revolution, how they linked the mills and how canal boats travelled to deliver goods – consider similarities and differences.
Images first of the key people to infer from. Place in the centre of the table/paper and allow the children to record ideas about expressions, dress, personality etc. What questions do they have? Record these in a different colour so they stand out. Use a range of resources/texts/videos to explore and answer the questions about the key people involved, how they were involved, why, when.
Create fact sheets/descriptions/ brainstorms in books to explain significant people and role. Comparisons between them could support more able to see how they were similar and different.
Give the children the opportunity to explore key aspects again and compare them with other eras which they have researched in the past.
Comparison with other areas studied – The Great Fire, The Victorians (new to this year group so might be harder first time round) and today. Why were they different? What did stay the same? Why? Look at the key focus when comparing – transport, people, homes, leisure.
Children could create comparison charts/texts/Venn Diagrams to support learning.
They could take one aspect ie people/homes/games and show this through time using an outline of a person/homes/games for example.