

## Year 5 - Medium Term Plan –History – Cycle 2

### Key Concepts



### Second Order Concept

<i>Chronology</i> <i>C</i>	<i>Similarity</i> & <i>Difference</i> <i>(S &amp; D)</i>	<i>Cause &amp;</i> <i>Consequence</i> <i>( C &amp; C)</i>	<i>Continuity</i> & <i>Change</i> <i>( CO &amp; C)</i>	<i>Significance</i> <i>(S)</i>	<i>Historical</i> <i>Enquiry</i> <i>(HE)</i>
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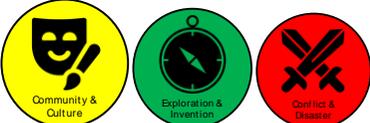
## Medium term Plan For Year 5 Cycle 2

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Prior Learning		
A local History Study – Hull’s Fishing Trade (Linked to the topic Hull and Proud)	A Study of Early Islamic Civilisation (Linked to the Power of Nature)	Battle of Britain and The Blitz (Linked to Never Forget Topic)
<p><b>Summer Term Cycle 1 – Rome</b> <u>National Curriculum</u> <i>The Roman Empire and its impact on Britain</i> Examples (non-statutory)</p> <p>The children will have learnt about the Roman occupation of Britain including: attempted/failed invasions, successful invasion under Claudius, life in Roman Britain (baths, roads, culture), resistance against Roman occupation (Boudicca), why the Roman army was so successful and able to invade many countries but equally led to its downfall. What the Romans brought to Britain (e.g. roads, nettles, cats, glass) and the impact of their occupancy whilst comparing to modern day Britain.</p>	<p><b>Autumn Term Cycle 2 - Hull’s Fishing Trade</b></p> <p>The children will know why Hull's fishing trade has been a significant part of its history including the rise/decline in whaling and fishing.</p> <p>They will understand what life was like working on a trawler and make comparisons to modern day fishing.</p> <p>They will know the impact of the Triple Trawler disaster and consequences i.e. Big Lil of Hull and her actions to protest for safety on trawlers.</p> <p>The children will make connections and links of the fishing trade to their local area and Hull and make comparisons of different periods of time and be able to sequence these effectively alongside debate.</p>	<p><b>Spring Term Cycle 2 – A Study of Early Islamic Civilisation including a study of Baghdad.</b> <b>further planning to undertake</b></p> <p>Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still.</p> <p>They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900.</p> <p>Links can be made with other cultures that contributed to the formation of theories that are still used within modern day Britain.</p> <p>Children study personalities who undertook challenges on a huge scale to leave behind fascinating legacies.</p> <p>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p>



Year 5 - Cycle 2

<p><b>A local History Study – Hull’s Fishing Trade (Linked to the topic Hull and Proud)</b></p>	<p><b>A Study of Early Islamic Civilisation (Linked to the Power of Nature)</b></p>	<p><b>Battle of Britain and The Blitz (Linked to Never Forget Topic)</b></p>
<p><b>Key Concepts Covered</b></p> 	<p><b>Key Concepts Covered</b></p> 	<p><b>Key Concepts Covered</b></p> 
<p><u>National Curriculum</u>  <i>A local history study</i>                      -A depth study linked to one of the British areas of study listed above                      -A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)                      -A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b>Second Order Concepts</b></p> <p>I can place key events from a period of history on a timeline in relation to one other period of history (C)</p> <p>I understand the impact of historical events on later periods of history (C&amp;C)</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (C&amp;C)</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&amp;C)</p> <p>I can evaluate the impact of key historical people and events (S)</p>	<p><u>National Curriculum</u>                      A non-European society that provides contrasts with British history - one study chosen. Early Islamic Civilisation including a study of Baghdad</p> <p><b>Second Order Concepts</b></p> <p>I can use more accurate dates when describing and sequencing events (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp;D)</p> <p>I understand the impact of historical events on later periods of history (C&amp;C)</p> <p>I can evaluate the impact of key historical people and events (S)</p> <p>I can use a range of information, including my own research, to present a historical argument (HE)</p>	<p><u>National Curriculum</u>                      -A significant turning point in British history: the Battle of Britain                      -A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - Battle of Britain.                      -A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Second Order Concepts</b></p> <p>I can place key events from a period of history on a timeline in relation to one other period of history (C)</p> <p>I can use more accurate dates when describing and sequencing events (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp;D)</p>

<p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions (HE)</p>		<p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (C&amp;C)</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&amp;C)</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.(HE)</p>
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### End points

At the end of each unit the children will:

<p><b>A local History Study – Hull’s Fishing Trade (Linked to the topic Hull and Proud)</b></p>	<p><b>A Study of Early Islamic Civilisation (Linked to the Power of Nature)</b></p>	<p><b>Battle of Britain and The Blitz (Linked to Never Forget Topic)</b></p>
<p><b>Know:</b>  <i>Where different events fit on a timeline relative to the fishing industry in Hull and link in relation to other time periods</i>  <i>What class of people worked in Hull’s fishing industry and evaluate the impact of key people/events</i>  <i>Evaluate about the impact of the Triple Trawler disaster and the impact and consequences this caused</i>  <i>Awareness of the work of Big Lil understanding that some sources include fact/opinion</i></p>	<p><b>Know:</b>  <i>That the EIC occurred at a similar time to Mayan and events in Benin</i>  <i>About the spread of Islam in the Middle East</i>  <i>How Baghdad developed as a city and how it is also fell.</i>  <i>How everyday life in Baghdad compared with other civilisations that existed at a similar time.</i>  <i>About trade and travel including the silk road and spice routes</i></p> <p><b>And know how to:</b></p>	<p><b>Know:</b>  <i>The key points in time relating to WW2</i>  <i>How planes differed during WW2 to modern day</i>  <i>The key events in the Battle of Britain</i>  <i>How the Battle of Britain was won</i>  <i>That Hull subsequently was a heavily bombed city due to its location and use as a strategic port</i>  <i>How life may have been different if the Battle of Britain had been lost</i></p> <p><b>And know how to:</b></p>

<p>Be able to summarise what caused the decline in Hull's fishing industry and what impact this had on Hull</p> <p><b>And know how to:</b> Use different sources of information to draw conclusions and support opinions</p>	<p>Use existing knowledge to present an argument as to which civilisation was the most developed, early Islam, Mayan or Benin. I can use a range of information, including my own research, to present a historical argument</p> <p>-</p>	<p>Use sources of information to determine information and evaluate their reliability and effectiveness.</p> <p>-</p>
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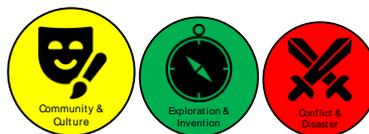
## Year 5 History – Autumn Term 2

### Hull and Proud (Fishing Trade)

**National Curriculum: A local history study:** - A depth study linked to one of the British areas of study listed above - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- Key concepts Addressed

- **Community and culture** (architecture, art, *civilisation*, communication, *economy*, inspiration, myth, nation, religion, *settlement*, story, *trade*)
- **Conflict and disaster** (conquest, liberation, occupation, military, peace, plague, surrender, *treaty*, war)
- **Exploration and invention** (discovery, *migration*, *navigation*, progress, *tools*)
- **Hierarchy and power** (country, democracy, empire, equality, *government*, *law*, monarchy, oppression, parliament, *politics*, poverty, slavery)



- Delivered through the following Second Order Concepts

<i>Chronology</i> C	<i>Similarity &amp; Difference</i> (S & D)	<i>Cause &amp; Consequence</i> (C & C)	<i>Continuity &amp; Change</i> (CO & C)	<i>Significance</i> (S)	<i>Historical Enquiry</i> (HE)
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- I can place key events from a period of history on a timeline in relation to one other period of history (C)
- I understand the impact of historical events on later periods of history (C&C)
- I can evaluate how a historical event impacted on one or more of the 4 key concepts (C&C)
- I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&C)
- I can evaluate the impact of key historical people and events (S)
- I understand that some sources include facts and opinions and different evidence can lead to different conclusions (HE)

**ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.**

Lesson	Objective	Activity
1	I can place key events from a period of history on a timeline in relation to one other period of history (C)	<p><u>Why was Hull once known as the greatest maritime city?</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>marine, whaling, fishing, trawler, industry, trade, technology, port/harbour</i></p> <p>Read and create a timeline of dates from relevant documents:</p> <ol style="list-style-type: none"> <li>1. mylearning.org - search 'Hull's fishing industry' and type in Hull whaling industry</li> <li>2. KCOM site &gt; History of Hull's whaling industry</li> </ol> <p><b>Outcome:</b> A timeline of Hull's Whaling &amp; Fishing History</p>  <p><b>Summarise:</b> produce a short summary (either pose a question e.g. Why did the whaling industry decline? Short paragraph) evaluating how the fishing <i>industry</i> has changed in Hull</p>

		<p>from earliest date on timeline to present day. Identify key/significant events/turning points.</p> <p>S &amp; L : <i>debate/discussion around whaling and impact it has had on environment, towns, trades</i></p>
2	<p>I can evaluate the impact of key historical people and events (S)</p>	<p><u>What was it like to be a whaler?</u></p> <p><b>Introduce</b> key v.ocabulary - comprehension of word meaning: <i>marine, whaling, fishing, trawler, industry, trade, technology, part/harbour, blubber, harpoon, sperm whale (different species), vessel</i></p> <p><b>Introduction:</b> show chr powerful images of whalers at sea, working on trawlers, back at harbours, images of whales/ships turned over, tiny boats, storms, vessels</p> <p>Hook: Show video of a whaler on boat if possible:</p> <p>Resource below to look at the profession and daily life/tasks  <a href="https://www.kcomhome.com/hull2017/news/the-history-of-hull-s-whaling-industry/?kcomid=b471d883-7e4e-45f8-932b-c8e355e85135">https://www.kcomhome.com/hull2017/news/the-history-of-hull-s-whaling-industry/?kcomid=b471d883-7e4e-45f8-932b-c8e355e85135</a></p>

		<p>Outcome: diary entry of a whaler. Write 'a day in the life of' hunting &amp; killing sperm whale, then returning back to main vessel to then gut it, get blubber, throw waste overboard. Conditions on board, dangers/risks, weather, pay (was it worth it?), feelings/emotions</p> <p>S &amp; L: would you want to be a whaler? Why? Pros/cons</p>
3	<p>I can evaluate how a historical event impacted on one or more of the 4 key concepts</p> <p>I understand the impact of historical events on later periods of history (C&amp;C)</p>	<p><u>Triple Trawler Disaster 1968</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>marine, whaling, fishing, trawler, industry, trade, technology, port/harbour, perish, survivor, victim, disaster</i></p> <p>Revisit timeline regarding how whaling industry ended and fishing industry took over.</p> <p>Discuss why Hull was an important fishing port - due to location and cheap work force.</p> <p>Touch on dangers of whalers and discuss was being a fisherman any safer?</p> <p><a href="https://www.bbc.co.uk/news/uk-england-humber-42253251">https://www.bbc.co.uk/news/uk-england-humber-42253251</a></p> <p>Use BBC website link above: video footage and recount of Harry Edom, only survivor (still alive today)</p> <p>Outcome: short newspaper report, headline, based on third trawler sinking, refer previous 2</p>

		<p>trawler's sinking. Who/what/where/when/why/how? Interesting facts e.g. who survived?</p> <p>S + L: film each other being newsmen reading out the report.</p>
4	<p>I can evaluate the impact of key historical people and events (S)</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions</p>	<p><u>Who was Big Lil?</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>campaign, petition, persuade, headscarf, revolution, revolutionaries, rebellion, threat</i></p> <p>Recap on Triple Trawler Disaster and how terrible it was, and effect it had on the people of Hull.</p> <p>Tell the children they need to prepare some questions to ask 'Big Lil' -see BBC resource below for resources <a href="https://www.bbc.co.uk/news/uk-england-humber-42253251">https://www.bbc.co.uk/news/uk-england-humber-42253251</a></p> <p>S + L: What did Big Lil want to achieve? Why/how did she do it? Children ask questions they have for Big Lil and teacher answers as Big Lil (hot seat).</p> <p><u>Outcome:</u> chn produce a simple persuasive written outcome explaining why they are following Big Lil's campaign and what it will achieve. E.g. 'I am following Big Lil because... 1. She has united all the fishermen's wives of Hull in their fight for justice as too many men have been lost at sea. 2. I believe all trawlers</p>

		<p>should be made safer and have radio contact. All fishermen should have that on board in case of a disaster. Etc.</p>
5	<p>I understand the impact of historical events on later periods of history (C&amp;C)</p>	<p><b>S+L - debate: Should we ban fishing in the North Sea? - pros and cons of whaling and fishing.</b></p> <p>Recap previous lessons' learning on the fishing industry and all that has happened, from over fishing, its dangers on the lives of men and women, impact and effect on environment/livelihoods.</p> <p>Split into FOR/AGAINST teams, think of key points and pros/cons. What would happen if we stopped fishing?</p> <p><b>Outcome:</b> table of pros/cons under the debate question.</p>
6	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them. (Co &amp; C)</p>	<p><b>How has the fishing and whaling industry changed in Hull changed over time?</b></p> <p><b>Outcome: The Big Question:</b> produce a written paragraph in response to this posed question, "Would you like to be a fishermen? Give facts and reasons, refer to timeline key events learnt over the unit and add to them.</p>
	<p><b>Vocabulary - Vocabulary -</b> introduce at the start of each lesson to ensure children's comprehension of word meaning and accessing learning. Key vocabulary provided within each individual lesson plan.</p>	

## Year 5 History - Spring Term 2 *A Study of Early Islamic Civilisation*

*National Curriculum:* A non-European society that provides contrasts with British history - one study chosen. Early Islamic Civilisation including a study of Baghdad



Key concepts:

### Second Order Concepts

<i>Chronology</i> <i>C</i>	<i>Similarity &amp; Difference</i> <i>(S &amp; D)</i>	<i>Cause &amp; Consequence</i> <i>(C &amp; C)</i>	<i>Continuity &amp; Change</i> <i>(CO &amp; C)</i>	<i>Significance</i> <i>(S)</i>	<i>Historical Enquiry</i> <i>(HE)</i>
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- I can use more accurate dates when describing and sequencing events (C)
- I can explain the differences in the lives of people from different social classes, cultures, religions or race (S & D)
- I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S & D)
- I understand the impact of historical events on later periods of history (C & C)
- I can evaluate the impact of key historical people and events (S)
- I can use a range of information, including my own research, to present a historical argument (HE)

**ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.**

<i>Lesson</i>	<i>Objective</i>	<i>Activity</i>
	Prior Learning	Islamic period - 762 Ad - 1258 AD

	<ul style="list-style-type: none"> <li>I can use more accurate dates when describing and sequencing events (C)</li> </ul>	<p>Provide children with a broad timeline of historical periods covered so far within school (stone age, bronze age, iron age) Ancient Greece to Ancient Rome &gt; Iron Age Britain (Celts, Roman occupation) &gt; Vikings in Britain&gt; Great Fire of London 1666 &gt; Victorians &gt; Amy Johnson &gt; WW2</p> <p>Check understanding of BC and AD by looking at images of Early Islamic civilisation. Children will predict, then know when the period of time is alongside other historical periods and recall what they can remember of these historical periods (armies, lifestyle, leaders, invasions)</p> <p>Geography - children will know why settlements are built near rivers.</p>
1	<ul style="list-style-type: none"> <li>I can use a range of information, including my own research, to present a historical argument (HE)</li> </ul> 	<p><b>Question:</b> Why did Baghdad rise to become a powerful hub in the Middle East?</p> <p><b>Vocabulary:</b> culture, trade, hub, river, seas, fertile, crops, central, wealth, climate,</p> <p><b>Stoneferry Starter:</b> Locate Baghdad on a world map and answer why is this a good location for a city. Label key factors of its position (e.g. location to water, farming, trade)</p> <p><b>Lesson:</b> Research the location of Baghdad using the three maps (secondary sources) children to understand that trade routes, rivers, seas, quality of land (crops) central location within region ) were all crucial in locating the city.</p>

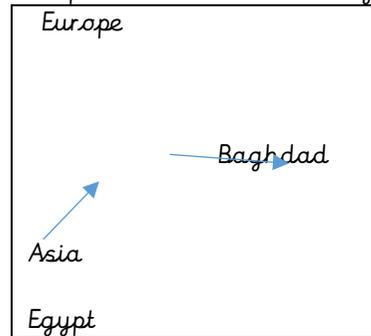
		<p><b>Outcome:</b> Write a short summary about why each factor (rivers, seas, quality of land etc ) is crucial to location of a new settlement.</p> <p><b>Plenary:</b> Why did the Vikings want to come to Britain? (quality of land, crops, weather). Why would people want to come to Baghdad? Make historical comparisons.</p>
2	<ul style="list-style-type: none"> <li>I can undertake research in order to find similarities and differences between two or more periods of history (period 1 - Baghdad, period 2 - Vikings)</li> <li>and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp; D)</li> </ul> 	<p><b>Question:</b> How is Baghdad similar and different to an established Viking settlement?</p> <p><b>Vocabulary:</b> moat, structure, defensive, walled, fields, fortified</p> <p><b>Stoneferry Starter:</b> Once built, in 752 AD, what do you notice about how Baghdad was built and why do you think that was?</p> <div data-bbox="898 756 1249 967"> <p><small>Baghdad was built in 752 as the new capital of the Islamic Empire by the second Abbasid caliph, al Mansur, and followed traditional Persian design. It was built in a circle, about 1km in diameter, with the mosque and guard headquarters in the centre and houses around the city walls.</small></p>  </div> <p><b>Lesson:</b> Look at images (photos and illustrations) of Viking settlements, and images (photos and illustrations) of Baghdad in AD752</p> <p><b>S+L</b> &gt; discuss similarities and differences between the two types of settlements, buildings, houses, places of worship, trade, defences, transport (e.g. boats, travel), entertainment and culture.</p> <p><b>Outcome:</b> write a short conclusion (e.g. paragraph, bullet points, annotated pictures) with question <i>How is</i></p>

		<p><i>Baghdad similar and different to an established Viking settlement?</i></p> <p><b>Plenary (S+L):</b> make a judgment on which society was living in a more advanced way. Although Vikings were around in 750AD Britain (West), Baghdad (East) was more developed and advanced in comparison.</p>
3	<ul style="list-style-type: none"> <li>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</li> </ul>	<p><b>Question:</b> What value did Baghdad put on learning and education? (compared to the Vikings)</p> <p><b>Vocabulary:</b> education, House of Wisdom, scholar, Arab, Persian, theories, algebra, scripture, collections, Caliph Harun Al-Rashid</p> <p><b>Stoneferry Starter:</b> picture of a Roman settlement with the question - did the Romans think similar to the people that built Baghdad?</p>  <p><b>Lesson:</b> Bayt Al-Hikma, or 'The House of Wisdom', was built in AD 830 in Baghdad. It was founded by Caliph Harun Al-Rashid. He encouraged learning and invited scholars of different faiths to his court and treated them with great respect.</p> <p>Use a House of Wisdom Power Point to emphasise the importance of education and learning to the Early Islamic Civilisation and why they put so much emphasis on it. They should know that Baghdad at that time was the most educated city in the world.</p>

		<p>Contrast this with the Viking's and how they transferred knowledge/education generationally within a closed society.</p> <p><b>Outcome:</b> Write an advert for the House of Wisdom for a prospective scholar with key points (e. research facility, libraries, collections of books from all over world etc)</p> <p><b>Plenary:</b> children to read their adverts out - how persuasive and detailed are they?</p>
4	<ul style="list-style-type: none"> <li>I understand the impact of historical events on later periods of history (C&amp;C)</li> </ul> <p>Link to Yr 4 Geography</p> <p><i>You will need primary sources:</i></p> <ul style="list-style-type: none"> <li>pepper, ginger, cinnamon, cloves, nutmeg, cardamom, silk, ivory, sandalwood, porcelain, cotton, tea, paper, salt, precious stones, incense, gold#</li> </ul> <p><i>Website links (Hamilton trust):</i></p> <p><a href="#">Animation explaining the origins of the 'Silk Road'</a> - YouTube clip</p>	<p><b>Question:</b> How did Baghdad's trade impact on the rest of the world?</p> <p><b>Vocabulary:</b> silk road, spice routes, trade, goods, pepper, cinnamon</p> <p><b>Stoneferry Starter:</b> show a picture of Hull port, or a port - discuss what they can see happening, what is it used for? Why are ports important for a city?</p>  <p><b>Lesson:</b> Children need to be clear on the Silk Road and the Spice Route. Activity (practical) to show why Baghdad's central location was vital in trade but also enhanced its success as a city.</p> <p>Open space - split chn into 4x key areas. Aim - show how Baghdad's position influenced trade. Game &gt; Egypt - trade with Asia - they have to travel through the closest place to them (Baghdad) before</p>

[Biography of Leonardo Pisano](#) from [britannica.com](#)  
[Mapped locations of traded resources](#) from [silkroutes.net](#)

continuing to Asia. Do same with other trades e.g Europe > Asia (but via Baghdad)



2. spice trade - get out spices and herbs. Do they recognise them? Let them smell products? What are they used for? Where do they come from?

Show PP (Twinkl) of Silk Road and discuss how Baghdad played such an important part in trade and how this made links/connections across several continents for trading.

**Outcome:** persuasive advert as a tradesman from Baghdad selling a spice product (one they have smelt, examined in lesson) to a trader from Venice, Italy. Why they should trade with Baghdad over western countries?

*Never tasted before, nothing like that in the West, uses in cookery, medicines, quality, cost, flavour, to trade on and make them wealthy.*

**Plenary (S+:L) :** What would eating and food be like for us if cultured never traded goods and products?

5	<ul style="list-style-type: none"> <li>I can evaluate the impact of key historical people and events (S)</li> </ul> <p>Teacher info: The Siege of Baghdad. Mongols from Asia attacked Islamic lands, destroying the House of Wisdom and burning Baghdad. They threw millions of books into the river. The city never recovered its former glory, but the ideas lived on.</p>	<p><b>Question:</b> Why did Baghdad fall?</p> <p><b>Vocabulary:</b> Mongols, Asia, execution, desecration, siege,</p> <p><b>Stoneferry Starter:</b> Mindmap of everything learnt so far (assessment)</p> <p><b>Lesson:</b> children to learn about fall of Baghdad and its destruction of key buildings, execution of key leaders, how it never recovered and resulting consequence.</p> <p>Children link this to attacks in previous units, (e.g. Lindisfarne being ransacked by Vikings)</p> <p><b>Outcome:</b> eyewitness recount of the attack on Baghdad (writing outcome)</p> <p><b>Plenary:</b> end of unit quiz</p>
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## Year 5 History – Summer Term 2: Never Forget WW2

### National Curriculum

-A significant turning point in British history: the Battle of Britain

-A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Battle of Britain.

-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



### Key concepts (3 covered):

### Second Order Concepts

<i>Chronology C</i>	<i>Similarity &amp; Difference (S &amp; D)</i>	<i>Cause &amp; Consequence (C &amp; C)</i>	<i>Continuity &amp; Change (CO &amp; C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
<ul style="list-style-type: none"> <li>• I can place key events from a period of history on a timeline in relation to one other period of history (C)</li> <li>• I can use more accurate dates when describing and sequencing events (C)</li> <li>• I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&amp;D)</li> <li>• I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp;D)</li> <li>• I can evaluate how a historical event impacted on one or more of the 4 key concepts (C&amp;C)</li> <li>• I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&amp;C)</li> <li>• I can evaluate the usefulness of primary and secondary sources in historical enquiry.(HE)</li> </ul>					

### ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
Prior Learning	Prior Learning- In previous unit, Baghdad, children will have learnt about the fall of Baghdad. They will know	Recap on the fall of Baghdad> Who, what, where, when, why?

	<p>the city was destroyed and ransacked by the Mongols. This impacted the city and its civilians. They will know why Baghdad was a city that impacted the rest of the world. E.g. maps, House of Wisdom, algebra.</p> <p><b>I can place key events from a period of history on a timeline in relation to one other period of history (C)</b></p>	<p>S+L – discuss if they know any other cities/places/countries that have been invaded and attacked.</p> <p><b>Outcome 1:</b> Show learning on <b>mind map</b> in books. E.g. they can make links to Ukraine/Russia, some may be aware of WW1/WW2, Romans, Vikings, Anglo Saxons, Scots invading Britain (Years 3/4).</p> <p>Most relevant period of time to be discussed and show children on <b>timeline</b>. Within last 100 years. Previous units in time was Whaling/Fishing trade in Hull, Amy Johnson (1930 flight and then fought during WW2). Show WW2 on timeline &gt; show this period of time on timeline, what was life like back there then? Was there TV, radios, travel, leisure and social activities, transport, work, women/men roles. This is the period we are focusing on this term.</p> <p><b>Outcome 2:</b> Subheadings for each category with key facts in history books of this timeline discussion and life in Britain during 1939-1945.</p> <p><b>Children must be absolutely clear about Britain being invaded over the course of the centuries by other countries and why they invaded, and for what reasons, and how this impacted Britain.</b></p>
1	<p><b>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &amp;D)</b></p> 	<p><b>Question:</b> What was life like in Britain in 1939-1945 compared to today 2022?</p> <p><b>Vocabulary:</b> compare, technology, social, machinery, weapons</p> <p><b>Stoneferry Starter:</b> Sort the items into 2022 or 1939-1945. 1x object on each table e.g. picture of a wireless radio. In groups decide, then come up and present their object to class and justify why that object belongs to that time period.</p> <p><b>Lesson:</b> Show children these 2 images:</p>  <p>Discuss similarities and differences compared to today, 2022. Make comparisons e.g. no TV, coal fire, reading books/ipads etc.</p> <p><b>Outcome 1:</b> Similar/different table for 2022 compared to 1939-1945</p>

		<p><b>Outcome 2:</b> Discussion leading to an enquiry question based on what the children want to know more about from the images (model and shape e.g. did all homes in 1939 have access to electricity?)</p> <p><b>Outcome 3:</b> use <b>ipads/laptops</b> to find information and make notes to answer the questions</p> <p><b>Plenary:</b> S+L children say what their question was, and share their research answers with the class.</p>
2	<p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (C&amp;C) <b>Britain declaring war on Germany</b></p> 	<p><b>Question:</b> <i>Why did Britain declare war after Germany invaded Poland?</i></p> <p><b>Vocabulary:</b> declaration, invasion, announcement, territory, occupy</p> <p><b>Stoneferry Starter:</b> Who was Neville Chamberlain? <b>Ipads:</b> find out 1. Born-died 2. Job 3. Political party</p> <p><b>Lesson:</b> <b>children to make notes in books. What conclusions can the children make from their starter? Key point being NC was prime minister at start of WW2.</b></p> <p>Input on Germany's invasion of Poland under Adolf Hitler. Why/how did Britain respond to this pivotal event?</p> <p><b>Primary source:</b> Play Chamberlain's speech announcement of Britain at war with Germany.</p> <p>ASK: do you think making such a decision to declare war was correct? Why?</p> <p>THINK AND DISCUSS: consequences of going to war, or not declaring war, how would it effect Britain e.g. would Britain be invaded next? For/against reasons.</p> <p><b>Outcome:</b> Children to write a short evaluation as to how Britain declaring war on Germany impacted Britain with conflict/disaster and how government/prime minister were the factors that made these decisions (hierarchy and power).</p> <p><b>Plenary:</b> share statistics of number of deaths of British soldiers and civilian deaths (children think about why civilians would have died).</p>
3	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.(Co&amp;C)</p>	<p><b>Question:</b> <i>What was the Battle of Britain?</i></p> <p><b>Vocabulary:</b> RAF, aviation, black out, island, air force, luftwaffa</p> <p><b>Stoneferry Starter:</b> Show a Julius Caesar, A Viking King, and Adolf Hitler. Question- what do these 3 men have in common? <b>Outcome:</b> one significant</p>

		<p>difference between these 3 men is that Hitler did not manage in invading Britain and they are going to find out why.</p> <p><b>Lesson: BoB 10<sup>th</sup> July 1940 – 31<sup>st</sup> October 1940 overlapping with the Blitz September 1940 – May 1941.</b></p> <p>Give pictorial clues: photographs of Spitfires, people in underground, Anderson shelters, people looking up at sky, buildings in Britain during BoB.</p> <p>Discuss what they think happened in the BoB.</p> <p><b>Teacher input:</b> S+L: Map of Europe showing advance of German troops. Locate Britain on map, look at distance between Northern France and Britain, why would Britain be next to be invaded. What ways might Germany attack an island compared to a bordering country. What difficulties might there be invading an island. How did Romans invade? Vikings? (boats) what means of transport would Germany use to invade?</p> <p>Then play video footage of BoB. <a href="#">The Battle of Britain - YouTube</a> Refer to as primary sources.</p> <p><b>Outcome:</b> cause and consequence flow chart showing order of events and make connections (include dates)</p> <ol style="list-style-type: none"> <li>1. Hitler invades France &gt; so ?Britain next to be invaded.</li> <li>2. BoB – why? Hitler wanted to invade Britain.... So&gt; BoB</li> <li>3. BoB dates – so...</li> <li>4. Britain dropped bombs on Germany in retaliation &gt; consequences</li> <li>5. Blitz</li> </ol> <p><b>Plenary:</b><a href="#">WW2 - The Battle of Britain [Real Footage in Colour] - YouTube</a> how would you feel as a civilian during BoB? What were the consequences of an air battle for the people of Britain?</p>
4	<p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (c&amp;c)<a href="#">link to HULL</a></p>   <p><b>Blitz</b></p>	<p><b>Question:</b> <i>How was Hull effected during WW2?</i></p> <p><b>Vocabulary:</b> Blitz, rationing, Anderson Shelter, black-out , air raid, sirens</p>



**Stoneferry Starter:** Map of Britain during the Blitz >

**Key questions:** identify key cities, London (capital), Hull, look at all cities – why are these cities targeted by Germany? (geography link) what does Hull have in common with Liverpool, Belfast, Plymouth, Newcastle, Portsmouth, Cardiff, Swansea? etc. (all coastal, all ports) if these cities were heavily bombed/struck what were the consequences? **S+L**

**Lesson: Blitz September 1940 – May 1941. Show Hull on this video.**

<https://www.youtube.com/watch?v=xayHnW7vV5M>

**Or put into own Powerpoint of images (screen shot video images)**

Input: Go over key vocabulary with children and show images to support the word (or video e.g. play siren sound on youtube)

Play video of Blackout> <https://www.youtube.com/watch?v=7m7mxGO8Xvg> announcement . Children to answer questions on what was the Blackout? What did people in Hull and rest of UK have to do it under government orders and why?

(primary source)

<https://www.youtube.com/watch?v=0PSq5z3M46s>

**Outcome: discuss primary/secondary sources (get some WW2 books to refer to and look at)> how useful are they?**

Which sources are more effective at teaching us about the past and the impact WW2 had on Hull? Why?

Produce short paragraph explain which sources are more useful (primary or secondary) and why.

**Plenary:** share statistics of how many citizens of Hull were killed during WW2 – did this impact your family? S+L

5

I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)

**Question:** *What was the consequence of the Blitz and BoB on the people of Hull?*



**Vocabulary:** evacuate, rural, urban, agriculture, countryside, shelter, gas masks, propaganda

**Stoneferry Starter:** who might this suitcase belong to and why?



After discussion then ask:

What would be in your suitcase and how is that different to this WW2 suitcase?

Lesson: Teacher input, explain vocabulary with pictures on powerpoint slide show.

Then explain that many children were evacuated from heavily bombed cities during WW2, including many children from Hull. Show British Pathe video <https://www.youtube.com/watch?v=ZPs8hbksOg8>

Answer these questions in books: why were children evacuated? Where did they go? Who did they go with? How did they travel? What did they take? Where were the women? Where were the men?

Show children (google)images of Hull during WW2 then compare to an



evacuee village in WW2 e.g>

**Outcome 1 S+L:** 2 evacuee letters (one having a good experience/ one having a bad experience being an evacuee) discuss pros/cons about evacuee life – display on flip chart.

**Outcome 2:** Based on what you have read, do you think children enjoyed the experience of being evacuated? Why? Use evidence/pros and cons list to support your answer.

**Plenary:** if you were living in Hull during the Blitz, would you want to evacuate (yes/no) and why? Children share their answers with rest of class.

6.

- I can place key events from a period of history on a timeline in relation to one other period of history (C)

**Question:** *when did the war come to an end?*

**Vocabulary:** VE Day, D Day, armistice, prime minister, parliament, resolution

	<ul style="list-style-type: none"><li>I can use more accurate dates when describing and sequencing events (C)</li></ul>	<p><b>Stoneferry Starter:</b> Linking dates to event using lines to connect them e.g. Neville Chamberlain speech &gt; declaration of war date Include D Day and VE day (expect misconceptions here to be addressed through remainder of lesson)</p> <p><b>Lesson:</b></p> <p><b>Outcome 1: timeline of WW2 with prior learning</b></p> <p>Include WW2 dates covered so far in unit, Amy Johnson from Hull flight of 1930, Triple Trawler disaster and place on a timeline.</p> <p><b>Outcome 2 :</b></p> <p>Two remaining points on timeline, for D Day and VE Day.</p> <p>Research 1. What happened on D Day?</p> <p>Research 2: What happened on VE Day?</p> <p>Use laptops, books, sources to research and then write 2 short paragraphs each.</p> <p>Plenary: back to S Starter, show them the finished timeline and then children can self-assess against their starter activity did they get them right?</p>
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