The Battle of Britain and the Blitz

A History Based Topic

What do you need to know before this topic?

Chronological knowledge of previous British time periods studied and how they fit together on a timeline.

Understand that war is a period of fighting between countries or groups of people.

War involves weapons and military organisations (like the army, air force and navy).

There was a previous world war before WW2, known as WW1.

Main countries and capital cities of Europe.

Key Assessment Questions

When was WW2?

What were some of the causes of WW2?

Who was involved in WW2?

When was the Battle of Britain?

What was the Battle of Britain and who was involved?

What was the Blitz and when did it happen?

How did Britons keep safe during the Blitz?

What was evacuation?

How many children were evacuated?

What was rationing?

Sticky Knowledge

WW2 occurred between 1st September 1939- 2nd September 1945.

The previous war (WW1) had occurred between 1914-1918.

Neville Chamberlain was Prime Minister until 1940, before Winston Churchill took office to lead the country to victory.

WW2 started when Adolf Hitler (Chancellor of Germany) invaded Poland.

The war was fought between the Allied powers (Great Britain, France, USA and the Soviet Union) and the Axis powers (Germany, Italy and Japan).

The Battle of Britain was fought in the air between the RAF and the Luftwaffe from 10th July until 31st October 1940.

The Blitz was an attack on British towns and cities from September 1940 until May 1941.

To keep safe people sheltered in air raid shelters, children carried gas masks and there was a blackout.

Food was rationed and people were encouraged not to waste resources.

3.5 million children were evacuated (moved from cities to the countryside) during WW2

Key Vocabulary

Battle of Britain, RAF (Royal Air Force), Luftwaffe, Winston Churchill, Adolf Hitler, Neville Chamberlain, Allies, Allied Powers, Axis Powers, Spitfire, Hurricane, Messerschmitt, conflict, surrender, air raid, air raid shelter, evacuation, rationing, propaganda, Blitz.

Key Skills

-Accurately sequence key events on a timeline.

-Find out about the beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings.

-Know key dates, characters and events of time studied.

-Use sources and work out how conclusions were arrived at.

-Consider ways of checking the accuracy of interpretations – fact, fiction or opinion?

-Bring knowledge, gathered from several sources, together in a fluent account.

-Select and organise information to produce structured work, making appropriate use of dates and terms.

Curriculum Drivers

Caring Community
I am the child who can understand that in time of great need communities can pull together to help care for and look out for one another.

Learning & Leading
I am the child who can understand that knowledge and lessons about the past can help me make sense of the present and prepare for the future.

British & Global Values
I am the child who can respect that some of our British and Global Values have been forged by past events and that at times they need to be protected.

Wellbeing & Being Well
I am the child who can understand that decisions to keep people safe in the past must have had an impact of people's emotional and physical health.

Enterprise & Effort
I am the child who can appreciate that because of a collective effort the Battle of Britain was a turning point in British history.

Identity and Uniqueness
I am the child who can understand that we share our world with many different people, all of whom have the right to freedom.

Writing	Maths	Art	RE	PE	Computing	PSHE - Jigsaw	French	Music
Radio news broadcast of a air battle between RAF and Luftwaffe planes Narrative based on The Chronicles of Narnia by C S Lewis Diary entry inspired by Goodnight Mr Tom by Michelle Magorian	Decimals Percentages Geometry Ratio Algebra	Sculpture and 3D: To use materials to create an 3D sculpture	Christianity: For Christians, what difference does it make to belong to God's Kingdom?	Yoga	Programming Use variables to design, code and improve a game in Scratch.	Dreams & Goals: -Personal Learning Goals -My dreams for the world -Helping to make a difference	Body parts and describing ourselves in the first person	Theory of chords. Learning how to play chords on the ukulele and tuned percussion