

Year 5/6

The Historical Association's Scheme of Work for Primary History

The Blitz: All we need to know about World War 2?



The
Historical Association
The voice for history

About this unit

This unit provides children the opportunity to look at World War 2 as an aspect of British history that extends pupils' chronological knowledge beyond 1066.

This scheme is supported by the following articles

Bracey, P. (2019) [The Blitz: All we need to know about World War 2? Relating an event to a Bigger Picture of the Past](#). *Primary History*. Issue 81.

Wilkinson, A (2018) [Incorporating the Second World War into your local history work](#). *Primary History*

You can also use the search facility on the HA website to find a range of articles relates to the Blitz and World War 2

Key vocabulary: Blitz, Evacuees, Kinder transport

Unit Structure

This unit is structured around 8 sequential enquiries:

Enquiry 1: How significant was the Blitz?

Enquiry 2: World War 2: Whose War?

Enquiry 3: What was the impact of World War 2 on people in our locality?

Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee?

How this unit links to the new national curriculum for primary history

The unit involves the study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.

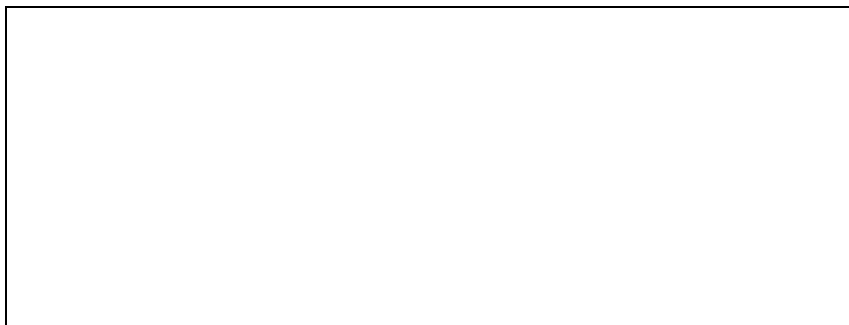
Enquiry 5: Evacuee experiences in Britain: Is this all we need to know about children in World War 2?

Enquiry 6: New opportunities? How significant was the impact of World War 2 on women?

Enquiry 7: What did men do in the War? Did all men have to fight?

Enquiry 8: When was the most dangerous time to live? How different was the Blitz?

Conclusion: The Blitz: All we need to know about World War 2?



Enquiry 1: How significant was the Blitz?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should address a historically valid question related to the cause of the Blitz and its wider context. Children should inform their response through thoughtfully selected relevant information	The Blitz: What was it? When did it happen? Why did it happen? Groups look at images /sources of a specific event associated with the Blitz e.g. Coventry November 1940 and raise questions – What can we see? What does this tell us? What do we need to find out? The class listen to a speech by Winston Churchill – thought shower responses and decide what they still need to know. What made the Blitz so significant? Groups undertake a simple card sort sequencing events leading up to the Blitz including the causes of the war and discuss why the situation facing Britain was so dangerous?	National Archives (n.d.) What was the Blitz? Why did it happen? http://www.nationalarchives.gov.uk/education/homefront/bombing/blitz/default.htm Churchill, W.(1940) <i>Their Finest Hour</i> BBC School Radio. Available at: https://www.bbc.co.uk/programmes/p03ttbjjs Card sort (Resource 1) Timeline of events during the war	Can the children answer questions related to causes of the Blitz?

Children should address a historically valid questions related to the significance of the Blitz	Class discussion – what was the significance of the Blitz? * How do you think it affected people at the time? * Why do you think it is still remembered?		Can the children answer questions related to the significance of the Blitz?
Final Activity The children will address questions related to similarity and difference	How did the Blitz relate to the rest of the war? * The class examine a timeline of key events from the start of the war and discuss how the Blitz relates to this * How far was the Blitz in Britain similar or different to the experiences of people in Germany, USSR and Japan? Groups look at and discuss images of bombing in Britain the Blitz, with Dresden, Stalingrad and Hiroshima. This could be followed by researching what happened in one or more of these pictures. Reflection: * How similar/different was the Blitz to the other events? * Why might the Blitz might be of more significance to people in Britain?	(Resource 2) Coventry 1940 - https://www.iwm.org.uk/collections/item/object/205190921 Siege of Stalingrad 1942 https://www.iwm.org.uk/collections/item/object/205087005 Dresden https://www.iwm.org.uk/collections/item/object/205022578 Hiroshima 1945 https://www.iwm.org.uk/collections/item/object/205224217 Some school textbooks related to the Blitz include pictures of bombing Germany to show that people on both sides faced this.	Can address questions related to similarities and differences of civilians experiencing bombing during World War 2?

How will this enquiry help children to make progress in history?

The activities focus on encouraging children to consider the context and significance of an event, and then compare it with similar events.

This help develop an understanding of:

- The significance of the Blitz and events leading up to it.
- Similarities and differences between locations affected by the Blitz in their locality and comparable events experiences by Britain's enemies.
- Answer historical questions, select and organise historical information.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain important key ideas that children of all ages and abilities acquire, namely:

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There are certain important key ideas that children of all ages and abilities acquire, namely:

- There were distinctive characteristics of the Blitz
- Experience of the Blitz relate to where people lived.
- Experience of the Blitz can be compared and contrasted with experiences of civilians in Germany, USSR and Japan during World War2.

Younger and/or less able children could demonstrate understanding by:

- More support provided with clear pictures of the Blitz in Britain and of the destruction of cities in Germany, USSR and Japan.
- More support/ structure with the tasks
- Being provided with a glossary of key terms e.g. Blitz

Enquiry 2: World War 2: Whose War?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
The children should develop a coherent narrative of the war including a British and world dimension.	What happened? Whose war was it? Group task: Card sort related to global context of the war. Refer back to timeline in enquiry 1 and add changes based on the above task. Whole class discussion based on a poster showing the role of soldiers from the empire. Thought shower questions. Watch <i>West Indies Calling</i>. Thought shower ways and raise questions from the film. Groups investigate the role of people from the empire using a range of websites.	The National Archives (n.d.) <i>The Art of War. Allied Unity</i>. Available at: http://www.nationalarchives.gov.uk/theartofwar/prop/allied_unity/INF3_0319.htm Ministry of Information (1944) <i>West Indies Calling</i>. Available at: https://www.iwm.org.uk/collections/item/object/1060021318 You can build activities from the following: You can find evidence of people from different parts of the world in the Commonwealth War Graves website: https://www.cwgc.org/ This can be done by putting a name in the search engine or a general request such as 'Indian troops in World War 2' which provided the following link: https://www.cwgc.org/search-results/?Term=indian+troops+in+world+war+2 <i>Black Presence in Britain</i>. This website provides images and information about Black American soldiers. Available at: https://blackpresence.co.uk/black-british-soldiers-the-forgotten-fighters	Can the children answer questions about the people involved in the war from both Britain and the world?

		There is also evidence of the role played by women from the Caribbean who came to Britain. Available at: https://blackpresence.co.uk/caribbean-women-in-ww2/ The website Our Migration Story includes for example a poster entitled Together which reflects service people from different parts of the Empire and paragraph related to the role played by Britain's colonies and Dominions: Available at: https://www.ourmigrationstory.org.uk/oms/british-servicemen-from-around-the-world	
Final activity The children should develop a coherent narrative of the war including a British and world dimension.	What happened? Whose war was it? Whole class discussion: Reflect on perceptions at the start of the enquiry and how far they have changed.		Can the children answer questions about the people involved in the war from both Britain and the world?

How will this enquiry help children to make progress in history?

The activities focus on encouraging children to develop their narrative of the people and places involved in the war. This is achieved by getting them to reflect on their perceptions when they respond to new information and sources.

This will provide:

- an understanding of links between Britain and the world.
- the ability to select information from a range of historical sources.

How might this enquiry be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The major events and war leaders
- The global nature of the war and people involved.

Younger and/or less able children could demonstrate an understanding of by:

- More support/ structure with the tasks
- Focusing less events and key people associated with the war
- Focusing on the -poster 'Together' and film 'West Indies Calling'.

Enquiry 3: What was the impact of World War 2 on people in our locality?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
The children should understand how our knowledge of the impact of the war is constructed from a range of sources. Children should understand that there were similarities and differences between people and their experiences.	What does a local war memorial tell us about the impact of World War 2 on our community? Go to a local war memorial identify the people killed In World War 2. Investigate where they were killed using the Commonwealth War Graves Commission. What conclusion can you draw from this with respect to the impact of the war on your community? Investigate the experiences of the Salem Family. Begin by presenting an outline the family tree to identify family members Working in groups develop profiles of role of family members in the war indicate what they tell you about the role of different men and women. Whole class discussion: What have we found out? How far does this change our understanding of the war compared with just focusing on the war graves? How far were the Salem family typical of people in our community? Children investigate experiences of the war on local people using newspapers and family/ artefacts, community testimonies -either from people who were children during the war or which have been passed down to people born since the war. Group discussion: How far were the Salem family typical of people in our community?	Commonwealth War Graves Commission (n.d.).Available at: https://www.cwgc.org/find/find-war-dead The following resource relates to one family experience of the war: Alloway, A. Bracey, P and Curtis, J. (2009) Piecing together the Salem family jig saw: In: Bracey, P. Alloway, A, Curtis, C and Smart, D <i>Northamptonshire in a Global Context</i> (Northamptonshire Black History Association): https://www.history.org.uk/library/2109/0000/0005/Northamptonshire_In_Global_Context_Mainstreaming_Black_History_KS23.pdf	Can the children understand how a range of resources have helped them build up their knowledge of the war on their community.
Final activity: Children should understand that there were similarities	The Blitz 1940: How typical was our locality? Investigate local newspapers. Compare and contrast the local impact of the war looked at in Enquiry 1.		Can the children identify and appreciate that there were similarities and differences

and differences between people and their experiences.	Whole class discussion about what this tells them.		between people's experiences of the war?
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How will this enquiry help children to make progress in history?

The activities focus on encouraging children to develop their understanding of the past through using a range of sources.

This will provide:

- an understanding of links between Britain and the world through exploring the Commonwealth War Graves website.
- an understanding of the experiences of one family through using visual sources, a family tree and an oral testimony and how this qualifies their understanding of the impact of the war based on the above sources
- an understanding of the lives of the impact of the war on local people using a range of sources and deciding how far the above sources reflect this.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The impact of war on the deaths of some people from their locality/community.
- The war had a broader impact on civilians and service people.

Younger and/or less able children could demonstrate understanding by:

- More support/ structure with the tasks
- Providing selected downloaded information from the Commonwealth War Graves website to compare with names on the local memorial.
- Group support when undertaking the Salem Family activity.
- Paired/group support when investigating the experiences of people in the locality/community.

Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should understand how our knowledge of the impact of the war is constructed from a range of sources	What does a historical knowledge tell us about the war? Examine extracts from a fictional account of what happened to an evacuee. Identify anything which is obviously fiction e.g. names of people. Suggest historical sources the author could have used. Model this with one aspect of the story Listen to the account of a evacuee (this could be visitor, a video clip or single source) and identify memories which match/do not match the fictional story Find similarities and differences between the fictional story and the evidence-based account. Discuss the reasons for the similarities and differences.	Examples of fictional stories: Michelle Magorian, M. (1983) <i>Goodnight Mr Tom</i>. London: Puffin Bawden, N. (1973) <i>Carries' War</i>. London: Puffin Conlon-McKenna, M. (1995) <i>Safe Harbour</i>. Dublin: O'Brien Note: Films have been made of the first two novels. The following provides an example of an evacuee experience, together with government propaganda to support it. IWM (2012) <i>A Family in Wartime</i> Available at: https://www.youtube.com/watch?v=ijh7_OrM23I	Can the children understand how far historical fiction can be constructed from a range of historical sources?

	Is one story enough to tell us what it was like to be an evacuee? Groups look at a range of artefacts (e.g. evacuee suitcase) extracts of different evacuee experiences and discuss how well it is possible to understand the experiences of evacuees from one child's experiences.	Groups investigate examples of different evacuee experiences The following provide examples of different evacuee experiences National Archives (n.d.) <i>Evacuation to Shropshire</i> <i>What was it like in World War 2?</i> Available at: http://nationalarchives.gov.uk/documents/shropshire.pdf National Archives (n.d.) <i>Evacuation to Canada. How much care was taken?</i> Available at: https://www.nationalarchives.gov.uk/education/resources/evacuation-canada/	
Final activity Children should address historical questions related to similarity and difference between fiction and evidence-based sources.	How far does a fictional story tell us about the lives of evacuees? The children prepare to ask questions to the novelist or film director who created the fictional story which they investigated. The teacher or another presenter takes on the role of the novelist or film producer who made the evacuee story. The class votes on whether a case has been made for the fictional story.		Can the children distinguish between historical fiction and evidence-based sources?

How will this enquiry help children to make progress in history?

The activities focus on encouraging children to appreciating the importance of using a range of different sources when constructing our knowledge of the past.

This will provide:

- an understanding of the issues and opportunities in using historical fiction
- the importance of comparing fiction with knowledge different historical sources when we construct our understanding of the past.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The way in which evacuee experiences have been represented in fictional stories
- The way in which a range of sources can help us understand the difference between fiction and evidence.

Younger and/or less able children could demonstrate an understanding of by:

- More support/ structure with the tasks
- Restricting the study to comparing one evacuee experience with the fictional story.

Enquiry 5: Evacuee experiences in Britain: Is this all we need to know about children in World War 2?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should address questions about similarity and difference through selection and organisation of historical information. Children should be able to answer historical valid questions about the causes of the kinder transport through selection and organisation of historical information. Children should address questions about similarity	What was it like to be a child in World War 2? Provide groups with a series of extracts to different groups of children's experiences in Britain, Germany and elsewhere. Whole class – discuss how far this changes their perceptions of what it was like to be a child in World War 2. Who were the Kinder transport? Why did they leave their families? Whole class discuss a photograph the statue of the Kinder transport children at Liverpool Street Station. What does it tell us? What do we need to find out? Examine conditions in Germany prior to the kinder transport of 1938 and how it took place.	The following books contain a wide range of child testimonies- Robins, P.(2004) <i>War Children. The Second World War in their own words</i>. London: Scholastic Smith, L. (2007) <i>Young Voices. British Children Remember the Second World War</i>. London: Penguin London Remembers (2006) <i>Statue. Kinder transport</i>. Available at: www.londonremembers.com/memorials/kindertransport-meisler Resources to support this can be found through the Holocaust Education Trust https://www.het.org.uk/education	Can the children identify similarities and differences between different children's experiences of war? Can the children understand the causes of the Kindertransport?

and difference through selection and organisation of historical information	Examine the stories of Jewish children and their families from different parts of Europe during the war. How far does the statue reflect the experiences of Jewish children and their families?	The following publication is particularly helpful. HET (2016) <i>A Guide for Primary School Teachers</i>. Holocaust Education Trust. A museum exhibition called Journey can be visited at the Holocaust Education Centre, Laxton, Nottinghamshire. https://www.holocaust.org.uk/primary-school-programmes Some examples of written resources include Smith, S. (1999) <i>Our Lonely Journey. Remembering the Kindertransport</i>. Newark. Paintbrush Turner, B. (2003) <i>One Small Suitcase</i>. London: Penguin	
Final activity Children should understand similarity and difference of children's experiences and note connections and contrasts over time.	Reflection: What have we found out about different childhood experience of war? Identify the two most important things which you have learnt about the experiences of children during World War 2. Investigate a situation in the world today where children have been affected by war. Compare and contrast their experiences with children in World War 2.		Can the children understand the similarities and differences of children's experiences during the Second World War? Can they note connections and contrasts with the experiences of children in war contexts today?

How will this enquiry help children to make progress in history?

The activities focus on encouraging children to appreciating similarities and differences of childhood experiences in the war

This will provide:

- an understanding of the range experiences of children in Britain, Germany and other contexts affected by the war
- how to refine their understanding of childhood experiences through reflecting on what they learn.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The way in which evacuee experiences only provide part of the story of childhood experiences during World War 2.
- The experiences of a range of children with particular reference to the Kindertransport.

Younger and/or less able children could demonstrate an understanding of by:

- More support/ structure with the tasks
- Restricting the study to comparing different childhood experiences.

Enquiry 6: New opportunities? How significant was the impact of World War 2 on women?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should be able to address historically valid questions about significance. They should construct their responses through the careful selection and organisation of information.	Why were working women so important? The children look at a government film related to women during World War 2. They consider the questions- What can I see? What does it tell me? What do I need to find out? What did women do in the war? Research the role of women's experiences/role during World War 2 to answer questions raised when watching the film. This should include: Women in the services Women in factories Land girls Other paid and voluntary work.	Ministry of Information/Transport (1942). <i>They Keep the Wheels Turning</i>. Available at: https://www.iwm.org.uk/collections/item/object/1060006283 School textbooks and/or the following websites: Sainsbury (n.d.) <i>Women at War. Second World War Gallery</i>. Sainsbury Archive, e.g. https://www.sainsburyarchive.org.uk/catalogue/search/sawar\ima\1-photograph-of-female-butcher-second-world-war The National Archives (n.d.) <i>Women and the Home Front 1939-45</i> Available at: http://www.nationalarchives.gov.uk/education/hometront/women/	Can the children understand the significance of World War 2 on the role of women?

Children should be able to address historically valid questions about change. They should construct their responses through the careful selection and organisation of information.	How far had things changed for woman in World War 2 compared to Tudor time? Whole class indicate World War 2 and Tudor times on a timeline. Card sort 1: Groups undertake a card sort related to the role of women in Tudor times. Groups discuss the main differences and similarities between their role in World War 2 and Tudor times. Feedback to class discussion.	Tudor women card sort (You can find this resource with the HA Primary SoW <i>Elizabethan times: All Banquets and Fun?</i>) Note: You could create card sorts for different times (e.g. Viking) related as well as/instead of Tudor times.	Can the children understand changes and contrasts in the role of women at two different times in the past?
Final activity The children should understand the significance of an event. They should note connections and contrasts over time.	How important was World War 2 in changing the role of women? The class undertake a timeline relate to changes in the power of women over past two hundred years, identify and key changes. Discuss: How important was World War 2 compared to other events affecting the role of women (e.g. obtaining the vote in 1918)? How different are women's lives today compared to World War 2?	Timeline of key changes affecting the role of women in Britain (Resource 3) <i>Note: As an alternative you could develop a resources which looks at changes in women's lives since 1066 and relate changes in World War to this.</i>	Can the children understand the significance of World War 2 on changing the role of women? Can the children understand connections and contrasts between World War 2 on the role of women with other events over time?

How will this enquiry help children to make progress in history?

The activities focus on encouraging children to appreciating how far World War 2 changed women's lives and how this relates to its broader chronological context.

This will provide:

- an understanding of the changes within a period.
- how this compared with an earlier period in the past.
- how this relates to broader changes over time.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The way in which women's lives changed during World War 2.
- The significance of this compared with changes in their lives over time.

Younger and/or less able children could demonstrate an understanding by:

- More support/ structure with the tasks
- Using pictures more than writing during the research task

Enquiry 7: What did men do in the War? Did all men have to fight?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
Children should address questions about similarity and difference. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	What is the story in the picture? The children look at a poster of a soldier. What does this suggest about the role of men? Thought shower responses. How well does this tell us what all men did throughout the war? Refer to Enquiry 3: Discuss ways in which this might give some support to the image in the picture Investigate the experiences of one serviceman and discuss how far this compared with the image presented by the poster. In what ways did men contribute to the war? Groups explore the following the Home Guard • air raid wardens • different jobs in the army • different jobs in the air force • different jobs in the navy • Bevin boys Jigsaw followed by class discussion about the role of men in World War 2	Oliphant,O.(n.d.) Parachute Regiment http://www.nationalarchives.gov.uk/theartofwar/prop/the_fighting_forces/INF3_1663.htm The following has been produced for KS2 children: WM (n.d.) Gordon Ford's Story. What was it like to be an airman in World War 2. Available at: http://www.nationalarchives.gov.uk/education/resources/gordon-fords-story/ Use school textbooks. There are also some useful websites e.g. National Archives (n.d.) <i>The Home front. The Home Guard</i>. Available at: http://www.nationalarchives.gov.uk/education/homefront/preparations/homeguard/source1.htm	Can the children identify similarities and differences in men's experiences of World War 2?

Final task The children should address questions about similarity and difference.	How far should we rely on the picture? Discuss how far the poster used for the starter activity tells us what men did during the war. Discuss ways in which the war was dangerous even if you were not actually fighting.	Oliphant, O. (n.d.) Parachute Regiment http://www.nationalarchives.gov.uk/theartofwar/prop/the_fighting_forces/INF3_1663.htm	Can the children identify how far there were similarities and differences in men's experiences of World War 2?
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How will this enquiry help children to make progress in history? The activities focus on encouraging children to appreciating the similarities and differences between experiences of men during the war This will provide: an understanding of the similarity and of experience within a period in the past.

How this enquiry might be adapted for children of different ages and different abilities? There are certain key ideas it is important that children of all ages and abilities acquire, namely: - The similarities and differences of men's experiences of conflict. - The significance of dangers people faced in both civilian and fighting contexts. Younger and/or less able children could demonstrate a understanding of by: - More support/ structure with the tasks. - Using pictures more than writing to during the research task.

Enquiry 8: When was the most dangerous time to live? How different was the Blitz?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	
Children should learn: Pupils should note connections, contrasts and trends over time.	What dangerous times can we think of at different times in the past? What was it like to be there? The class though shower different events during conflicts which they know about from previous topics or their general Knowledge e.g. The Roman Conquest of Britain AD 55; The Norman Conquest 1066; The Harrying of the North 1069-70; The Battle of Bosworth 1485; The Spanish Armada 1588; The Battle of Naseby 1645. Groups place the above on a timeline and thought shower what they know. Identify 2 or 3 events from different times which they want to compare with the period related to the Blitz. Identify pictures representing the conflict and use this to raise questions which they are research/or revisit previous work e.g. What led to it? What happened? How did it affect people's lives? How well does the picture tell us this? Was the Blitz more or less dangerous than what happened at other times in the past?	An example of a picture e.g. Louthembourg, Phillippe-Louise (1796) <i>Defeat of the Spanish Armada</i>, 8 August 1588. National Maritime Museum. Available at: http://collections.rmg.co.uk/collections/objects/11756.html which could act as starter activities. However, you can use school texts related to different topics (e.g. Romans, Vikings) to explore different conflicts in the past.	Can the children appreciate connections, contrasts and trends in conflicts over time?

	Groups discuss how far the Blitz was more or less dangerous than the conflict which they have investigated.		
Final activity Children should be able address questions related to the significance of an event.	The Blitz: All we need to know about World War 2? Whole class discussion – designed to relate the Blitz to a broadly-based understanding of the impact of the war.		Can the children address questions related to the significance of the Blitz in the context of their broader understanding of the Second World War and its broader historical context?

How will this enquiry help children to make progress in history?

Relate the Blitz to a broadly based understanding of the past

This will provide:

- an understanding of connections, contrasts and trends over time

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas that are important for children of all ages and abilities acquire, namely:

- The ability to make connections and contrasts between events associated with the Blitz to different conflicts in the past.

Younger and/or less able children could demonstrate an understanding by:

- More support/ structure with the tasks.
- Making comparisons between conflicts based on the pictures.