

Why was the Battle of Britain significant? – Year 6

Post 1066 Thematic study



Prior Learning

Invasions to the British Isles: Romans, Saxons and Vikings

Chronology: Studies of British history to 1066; Local study Richard III.

Historical interpretation – looking at two versions of the same event; why two different accounts might be different. Building on use of sources and artefacts to investigate historical events.

Knowledge and understanding of the impact of historical periods on Britain today.

<u>Key question and NC objective</u>		<u>Knowledge/outcomes</u>
L1	<p><u>What do the terms 'invasion' and 'resistance' mean and which key invasions took place in Britain?</u></p> <p><u>LO: demonstrate an understanding of the terms 'invasion' and 'resistance' and identify key invasions of Britain.</u></p> <p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>(Chronological Understanding)</p> <ul style="list-style-type: none">a order an increasing number of significant events, movements and dates on a timeline using dates accurately;b accurately use dates and terms to describe historical events.	<p>Chronology: create a timeline of key invasions (part retrieval of prior learning)</p> <p>Retrieval - recap term invasion (prior learning: invaders) and introduce resistance.</p>
L2	<p>Who, where and when?</p> <p><u>Why did Britain and her allies go to war in 1939? (part 1)</u></p> <p><u>LO: understand why war broke out and place the Battle of Britain in the context of WWII</u></p>	<p>Interpretation: use a range of sources to explore understanding of the period.</p> <p>Investigation: use a wide range of different evidence to collect evidence against the past – for example, photographs/speech.</p> <p>Ask questions about similarities and differences.</p>

	<p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>(Chronological Understanding)</p> <ul style="list-style-type: none"> c order an increasing number of significant events, movements and dates on a timeline using dates accurately; d accurately use dates and terms to describe historical events. 	<p>Chronology: add a timeline of Key events of WWII. Order an increasing number of significant events, movements and dates on timeline using dates accurately.</p> <p>Children recall their prior knowledge of invasions to the British Isles.</p> <p>Children pose their own questions about the period.</p>
L3	<p>Who, where and when?</p> <p><u>Why did Britain and her allies go to war in 1939? (part 2)</u></p> <p><u>LO: empathise with how the British public might have felt at the prospect of war.</u></p> <p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>(Historical Interpretation)</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; f know that people in the past represent events or ideas in a way that may be to persuade others. 	<p>(Contextualising)</p> <p>Retrieval: When did WWII start and end? Why were children evacuated in the war?</p> <p>Where were they sent to?</p> <p>Interpretation: use a range of sources to explore understanding of the period.</p> <p>Investigation: use a wide range of different evidence to collect evidence against the past – for example, film footage.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Children write from the perspective of a British school child expressing their views about the outbreak of war.</p>
L4	<p><u>How did the British public prepare for war?</u></p> <p><u>LO: demonstrate an understanding of how the British public prepared for war.</u></p> <p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>(Knowledge and Understanding of Events, People and Changes)</p> <ul style="list-style-type: none"> d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>(Historical Interpretation)</p> <ul style="list-style-type: none"> e show an awareness of the concept of propaganda. 	<p>Retrieval – How were people protected at home?</p> <p>Examine the ways in which the public prepared for war and the impact these had on people.</p> <p>Introduce the term 'propaganda'.</p> <p>Annotate cartoon about how Britain stood firm.</p> <p>Children create posters/pamphlets for public information/propaganda.</p>

L5	<p><u>What were Hitler's plans for invasion and how did Churchill plan to defend Britain?</u></p> <p><u>LO: hypothesise about the events that led to the Battle of Britain.</u></p> <p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>(Historical Interpretation)</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; <p>(Historical Investigation)</p> <ul style="list-style-type: none"> c select relevant sections of information to address historically valid questions and construct detailed, informed responses. 	<p>Retrieval – How were people protected at home?</p> <p>Use sources to build knowledge and understanding of the events led to the Battle of Britain.</p> <p>Children use sources material to interpret Hitler and Churchill's motives. Children write from the perspective of each leader.</p>
L6	<p><u>Are all sources reliable sources of evidence?</u></p> <p><u>LO: evaluate primary and secondary sources of evidence relating to the Battle of Britain.</u></p> <p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>(Historical Interpretation)</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources. 	<p>Analyse primary and secondary sources, discuss reasons for different interpretations of events linking this to factual understanding about the past.</p> <p>Vocabulary: propaganda, reliability</p> <p>Children look at a selection of sources, identify primary and secondary and which may be the most reliable and why.</p>

<p>L7 (2 lessons)</p>	<p><u>How did the RAF win the Battle of Britain?</u></p> <p><u>LO: discover the secrets of the RAF's success: research and present a study of the Battle of Britain.</u></p> <p>NC: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. (Historical Investigation)</p> <ul style="list-style-type: none"> b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; <p>(Presenting, Organising, Communicating)</p> <ul style="list-style-type: none"> c plan and present a self-directed project or research about the studied period (e.g. Non-fiction page analysing the reasons for the RAF's success during the Battle of Britain). 	<p>Retrieval – What was Hitler's plan after conquering France? What plans did Churchill have to protect Britain?</p> <p>Use research and a range of sources to plan and present a self-directed project about the Battle of Britain, focusing on the reasons for the success of the British.</p> <p>Present a non-fiction page to answer the question.</p>
<p>L8</p>	<p><u>What were the immediate and long term consequences of the Battle of Britain?</u></p> <p><u>LO: reach informed conclusions about the consequences of the Battle of Britain.</u></p> <p>NC: characteristic features of past non-European studies; understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>(Historical Investigation) Show an understanding of cause and effect</p>	<p>Examine the consequences of the Battle of Britain and what caused them.</p> <p>Use appropriate historical terms: legacy, economy, military, political.</p> <p>Cause and effect diagram.</p>
<p>Assessment: end of unit quiz and assessment grid</p>		
	<p>Vocabulary</p>	
<p>Tier 1</p>	<p>war power victory battle defeat</p>	
<p>Tier 2</p>	<p>invasion resistance evidence sources chronology consequence</p>	
<p>Tier 3</p>	<p>propaganda Nazi Luftwaffe RAF Blitz RADAR legacy auxiliary home front evacuation axis powers allied forces allies Operation Overlord Operation Sealion bias Prime Minister Fuhrer</p>	