

THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Autumn Term YEAR 6

Local Study	Learning Objective	Activity	Success Criteria
Session 1	<p>To know when the First and Second World Wars took place and why November is known as Remembrance Day and how it is marked</p> <p><u>English link – explore War Poems</u></p>	<p>Discuss what is meant by the word ‘Remembrance’ and what it refers to. Learn how Remembrance commemorations originated after the First World War, and find out when it still takes place each year. Explore why people still commemorate Remembrance Day and some of the key things that often happen during Remembrance services.</p> <p>Read and discuss some well-known wartime poems and wartime footage to reflect on what Remembrance is for and why it should continue. Create a timeline of events and explore artefacts and their relevance</p>	<p>I can explain key events being remembered I can explain what happens on Remembrance Day and why it is around November</p> <p>I can give reasons why these events occur and are important to many people</p>
Session 2	<p>To investigate elements that led to the start of World War I and World War 2.</p>	<p>Re-cap previous lesson around Remembrance and pose – so why was there a World War in 1914? Learn about the alliances that had been set up between the countries and empires within Europe in 1914: The Triple Entente and the Triple Alliance. Learn about the assassination of Archduke Franz Ferdinand and how this was a catalyst that sparked the beginning of the war. Learn about the rise of Hitler in Germany and the events leading to WW2 in Sept 1939 for Britain.</p>	<p>I can name the countries within the Central Powers alliance WW1 & the Allies & Axis Powers in WW2 •</p> <p>I can explain who Archduke Franz Ferdinand was and his significance in the start of WWI</p> <p>I can explain who Adolf Hitler was and his significance in the start of WW2</p>
Session 3 English Lesson	<p>To investigate what life was like on the Western Front.</p> <p><u>English link – Life in the Trenches; letter</u></p>	<p>Talk about the different frontiers that had appeared during the war, in particular the Western Front between German, French and British forces. Investigate trench warfare and how this left poor living conditions for the soldiers who were fighting there. Use examples from BBC Bitesize.</p>	<p>I can explain what trench warfare is</p> <p>I can describe what life was like for the soldiers on the Western Front</p> <p>I understand why the battle of the Somme was significant</p>
Session 4	<p>To explore what life was like for the people in Winterton during</p>	<p>Consider what life was like in Britain for the civilians who did not go to fight in the war.</p>	<p>I can name a way that women or children supported the war effort from home</p>

	WWI.	Discover the jobs that many women and children took on to keep Britain running as well as supporting the war effort. The class will investigate propaganda posters and discuss why these were used during the war (Nigel Barley through local history group to support with this?)	I can define what propaganda is and why it was used in the war I am able to name some changes that happened in Britain because of the war
Session 5	To investigate the end of WWI To know what a war memorial is and why it was created and the range of information given on them <u>Art link – Silhouettes</u>	Find out some of the events which led to the end of the war and the armistice being signed in 1918 Explore what war memorials are with groups looking at different examples. Link them to Remembrance commemorations. Find out about different types of war memorials, the similarities and differences between their appearance and key features, and the reasons for the large variety. Consider when many memorials were created and the reasons behind their creation by communities. Prepare for visiting a war memorial to identify its features.	I can explain what a war memorial is and what their purpose is I can describe some well-known types of memorial and understand why they vary I know the events leading to Armistice Day.
Session 6	To know where war memorials are in the local area and identify features of a local war memorial	Visit a war memorial in the local area. ‘Planning a visit to a war memorial’ primary help-sheet to help you decide on the specific activities to carry out during your visit. Examine the war memorial and identify what features it has, and take photos of it. Give attention to recording the inscriptions on the war memorial. Can you add a memorial to the War Memorials Time line?	I know where a local war memorial is situated I can describe some of the key features of the local war memorial I know who is commemorated on the local war memorial I can add or update records on War Memorials Online
Session 7	I can use the CWGC database as a source of information about people in the past <u>Computing link – using a database</u>	Look at the names and inscriptions on the local war memorial, using your record or photos from previous lessons. Recap what is known from the memorial and what could still be learned – create questions about the people named on the memorial that you want to find the answer to. Model use of CWGC database to answer questions. Research names and draft a biography of an individual named on the memorial. Decide	I can use the database to find information about people named on a war memorial I can answer questions using the information I have found

		what still needs to be found out to complete the biography and how this can be done.	
Session 8	I can use primary sources to find out about people, events and places in the past and make comparisons between the past and present and suggest reasons for change	Link to previous research lessons by using local parish records and other sources as applicable to research the people named on the memorial, their families and their occupations and life before the war. Study the local area in the present day and compare it to the time when the war memorial was created. Research the war memorial's creation – possibly involving the local community and consider ways of displaying information to the public.	I can use previous research to focus search for information I can use relevant sources to build up a profile of a soldier's life I can use local sources of information to research the war memorial's area and community in the past, and make comparisons to the present
Session 9	To explore what life was like for the people in Winterton during WW2 <u>Engineering link – constructing an Anderson Shelter</u>	Learn about the effects on children and how children from the cities were evacuated to rural areas. Consider why they were evacuated – the Blitz and its effect on communities. How did people keep themselves safe during an air raid? Investigate Anderson Shelters	I can explain why children were evacuated I know how people kept safe during an Air Raid

Note – possibly 3 lessons covered through other areas of the Curriculum

Consider taking out any learning around the WW1 & WW2 and just focus on the War Memorials?