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| **Year Six Lent**  **History and Geography Planning- A Child’s War** |
| **About this unit:**  History- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  A significant turning point in British history through the Industrial Revolution.  Geography- Locate the world’s countries using a map to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Understand geographical similarities and differences through a study of human and physical geography of a region within Europe |
| **Linked Prior Learning:**   * Countries of the UK and the World using a map. * Link to cities and capital cities. (Year 1) * Link to other wars studied. War of the Roses (Year 5) |
| **Disciplinary Knowledge:**   * Using historical sources accurately to know who was evacuated and about rationing. * Knowing the historical impact and significance of key events such as the Blitz and the Holocaust. * Having a secure chronological understanding of the WWII time period. * Know the consequences of WWII on wider Britain. * Identify the similarities and differences of the lives of Jewish people. * Use map skills to locate countries of the world for the Axis and Allied countries and their capital cities. * Understand physical and human features of Allied and Axis countries. * Compare world maps using map skills of countries pre and post WWII. * Use population graphs drawing comparisons to the present day to show migration during WWII. * Use UK map skills to look at land use and countries bombed during WWII. |
| **British Values, Protected Characteristics and Diversity:**   * Democracy vs Dictatorship across the countries of WWII. * Rule of Law- Illegal acts completed such as the Holocaust and Acts of Aggression starting a war. * Respect and Tolerance- Persecution of specific groups by Nazi Germany. * Individual Liberty- Choices made by different groups and countries during WWII. * Disability, Religion and Belief and Sexual Orientation- Persecution of these protected characteristics by the Nazi Party. * Sex- Jobs of men and women during WWII. |
| **Adaptations:**   * Adapted text and reduced information given about WWII topics. * Reduced number of dates/events to place on the timeline. * Use a reduced or labelled map. * Support with use of atlas. * Visuals and resources available. |
| **Safeguarding across the curriculum:**   * Speaking out about unkindness, persecution and how to help others with this. * Focus on a multi-cultural society and the acceptance of all religions, races and cultural history. |
| **Catholic Social Teaching:**   * Dignity of the Human Person- All lives deserve dignity as they are made in the image of God. Nazi Germany did not adhere to this. * Solidarity- We should pursue peace and justice and this was not completed during WWII. * Rights and Responsibilities- The rights of certain groups were taken away e.g. Jewish people in Nazi Germany. |
| **Oracy Examples:**   * Class discussion about the Holocaust. * Balanced argument/debate about Evacuation and whether this was a good idea or not. |