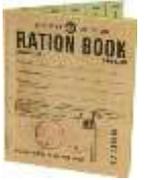




How did World War II affect Manchester?



1. Why did World War 2 start and what part did Hitler have in it?
2. Can you order the events of World War 2 on a timeline?
3. Why were children evacuated and what was it like to be an evacuee?
4. Why was rationing necessary?
5. What could women do during the war?
6. What happened in Munich in 1938 and why did Britain feel betrayed by Hitler?
7. Why was the Battle of Britain significant in World War 2?
8. Who was Winston Churchill and what part did he play in the war?
9. Why do we remember the Holocaust?
10. How did the War end and people celebrate?

We learn the following History based knowledge and skills...

- Explain why the Battle of Britain was a significant turning point in British history **(7,8,)**
- Show factual knowledge and understanding of the history of Britain and the wider world **(all questions)**
- Order and describe the main events of World War 2 **(1,2,6,7,9,)**
- Understand who Hitler and Churchill were and the changes that they made **(1,6,8,)**
- Give reasons for and results of significant changes in history e.g. women working in the war, rationing etc. **(4,5,7,8,9,)**
- Understand that some of the events, people and changes may have been interpreted in different ways and suggest possible reasons for this(e.g. Anne Frank's diary, propaganda etc.)**(all questions)**
- Select and combine information from different sources (e.g. Anne Frank's diary, propaganda etc.)**(all questions)**

We learn the following technology knowledge and skills...

- * use the Internet to research the life of one important person during WW2
- * use Minecraft to create an Anderson Shelter

Hook for Learning:

- *Stockport Air Raid Shelters Trip
- *Video and sound clips
- * Maths - Can you find out the size of each participant's armed forces at the outbreak of the war and calculate the differences? Can you calculate the weight of food rations your family would have received?

As Thinkers can we...?

- *Aware that solutions can depend on an understanding of other issues.
- *Weigh the strength of different reasons to support an argument.
- *Understand that questions can have more than one answer and that some cannot be answered.

As Talkers can we...?

- *discuss how people felt during the War with reasons
- *talk in role as different people during the war

We learn the following vocabulary:

- | | | |
|-------------|---------------------|------------------|
| *evacuee | *propaganda | *Blitz |
| *Nazi | *ration | *blackout |
| *Jew | *concentration camp | *Fuhrer |
| *home guard | *gestapo | *fascism |
| *Holocaust | *Luftwaffe | *atomic bomb |
| *Airforce | *tank | *Navy |
| *battle | *pillbox | *communist |
| *territory | *prisoner of war | *insurgent |
| *Axis | *Allies | *evacuation |
| *RAF | *refugees | *Kindertransport |

We learn the following music knowledge and skills...

- *Listen to and appreciate music from during WW2
- *Explain the meaning behind song lyrics from the time

We learn the following art knowledge and skills...

- *express emotions accurately through sketches
- *compare how different European artists capture the horrors of war

We learn the following design knowledge and skills...

- *combine different fabric shapes
- *design purposeful, functional and appealing products based on a design specification
- *Select from and use a range of tools and equipment
- *Compare the final product to the original design

We learn the following English knowledge and skills...

- * write a diary entry from when war broke out
- *write a newspaper report about the Blitz in Manchester