



## *How did Britain change during WWII?*

### (Intent) Why study WWII?

WWII continues to be a historical era of fascination for both adults and children alike. It is a time that continues to be referenced in popular culture and current conversations. Many of our children have been told stories of their grandparents or great-grandparents experiences of WWII and this personal link enables an historical period to come alive and feel more tangible to children. World War II provides an engaging era to extend children's chronological understanding of the history of Britain beyond 1066 and is a pivotal turning point for the country, socially, politically and economically. In this unit, children will look specifically at Britain and the Home Front and how day-to-day life may have changed for people in Britain and the impact the war had on the country as a whole. By leaving out specifiers in the main enquiry question, children will have the scope to explore how Britain changed in a number of different aspects.

In this unit, children will also consider the diversity of experience in WWII. They will look at the smiley faces of evacuees from government posters and compare that with the forlorn and homesick personal letters from children to parents, as well as evacuee diaries and reports from schools and hosting families. Children will look at how the role of women changed during this period of war and changing attitudes (or not) to women working manual jobs. This will develop our children's understanding that history is not always about 'big events' but it is also important to understand how real people with real feelings, emotions navigated different periods of history.

WWII also provides a great opportunity to discover how Shap, Penrith and the wider locality of Cumbria experienced the war. There was a great disparity between experiences in Cumbria. From the Barrow Blitz, occurring due to their role in shipbuilding and their strategically important port, to the role of Shap Wells Hotel which became a Prisoner of War camp for Luftwaffe Officers and was the scene of some daring escapes. We will listen to the first-hand experience of a woman who was evacuated to Shap and attended the school, and think about the families who lost loved ones that are named on the local war memorial.

As a period of time that is relatively modern, there is a wealth of artefacts and primary resources that can be used to bring this era to life. Children will be able to handle physical, primary sources of evidence to influence their thinking and engage their curiosity about WWII. It will also develop their second-order concept of using, understanding and analysing sources.

### Why Year 3/4

- In Year 1/2 children will have had experiences of commemorating Remembrance Day. Through studying WWII in Year 3/4 children will
- In Year 3/4 children will study the unit, Beyond Face Value, which looks at how propaganda has been used throughout history and how sources need to be challenged and looked at from different perspectives. This WWII unit will touch upon propaganda through government posters (Dig for Victory etc) and how this was used to convince people to support the war effort through simple daily tasks and actions. Children will therefore be able to either apply their prior learning or be able to bring learning to the topic and creating a link between historical units of work. Propaganda will provide children another lens to view sources through and allow them to make more nuanced and sophisticated comments on sources.

- In Year 5/6, as part of their Migrations and Journeys history unit, children will learn about groups of people that were pulled to the UK to help rebuild after WWII. Children in Year 3/4 therefore need to know the effects WWII had on the country in terms of infrastructure, economy and politically.
- In KS3 both our local secondary schools (Ullswater Community College and Queen Elizabeth Grammar School) cover WWII in their 20<sup>th</sup> Century Conflict or Causes of WWII and Life in Nazi Germany topics). By completing a study of WWII from a British focus in KS2, our children will be well-prepared with a secure foundation in the basic social history of WWII in Britain.

### Outline of the Learning Journey

#### HOW DID BRITAIN CHANGE DURING WWII?

<u>Individual Lesson Enquiry Questions</u>	<u>Threshold Concept Focus (First-Order Concepts)</u>	<u>Core Concept Focus (Second-Order Concepts)</u>
1. Why did WWII start? Why was Britain involved in WWII?	Democracy Power and Authority	Chronology
2. How did the Blitz impact Britain?	Community	Continuity and Change
3. Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like?	Community Migration and Movement	Cause and Consequence
4. How did the roles of men and women change during WWII?	Power and Authority Democracy	Significance
5. How did WWII affect people in Shap, Penrith and Cumbria?	Community Farming Leisure	Interpretation - Using, Understanding and Analysis Sources
6. How did Britain change during WWII? (Summative Assessment of Unit)	See Above	Communicating History

#### Useful Websites to Explore at Home and Places to Visit

- Cumbria Museum of Military Life - <https://www.cumbriasmuseumofmilitarylife.org/>
- Barrow Dock Museum - <https://www.dockmuseum.org.uk/>
- Imperial War Museum North (Manchester) - <https://www.iwm.org.uk/visits/iwm-north>
- Solway Aviation Museum - <https://www.solway-aviation-museum.co.uk/>
- General Facts about WWII - <https://www.primaryhomeworkhelp.co.uk/Britain.html>
- Children's Online Encyclopaedia - <https://kids.britannica.com/kids/article/World-War-II/353934>

- Information about Evacuees - <https://www.iwm.org.uk/history/growing-up-in-the-second-world-war>
- Battle of Britain - <https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zgm77yc#z4-nhhcw>
- The Home Front - <https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/z7cgg7h>
- Child Friendly Biography and Video of Winston Churchill - <https://www.bbc.co.uk/bitesize/topics/zx4pxbk/articles/zfq9pg8>

### National Curriculum Objectives Covered

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history
- Note connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Possible Misconceptions

*(This list is added to each cycle)*

- Chronology/change - anachronism and no sense of duration. Without a sound grasp of the sequence and duration of events, history can appear disjointed and episodic. Good history requires a sense of what belongs in different periods and societies. This will come through good use of artefacts, sources and making comparisons and seeing changes over time.
- A common characteristic is children dismissing people in the past as amusing, brutal and inferior compared with today. They find it difficult to see that people in the past could not see what was happening to them with the clarity we see things today. It might be shown in a lack of respect and care for past people and situations, perhaps seeing them as two-dimensional, unchanging, and without complexity or inconsistency. This is challenged through careful study of children's different experiences of evacuation and the attitudes towards women in work.
- Children may not make links between different ideas.
- I just want the right answer. Children should understand the grey areas, inconsistencies and different perspectives that affect historians' interpretation of the past. Children should also begin to develop an understanding that historical interpretations are changing and people's voices that were once hidden are being revealed as our current thinking and culture changes.
- Not really grasping how sources can be used properly. Sources are accepted at face value and can be trusted. Also adopting a formulaic, defeatist attitude towards source material, e.g. no one is alive today to prove it, or all sources are characterised by bias, lies, misunderstanding or dogmatism. Children may not really know what many past sources looked like because they have not seen them and perhaps only view them in teacher-simplified versions such as brief extracts or worksheets.

- Complexities of WWII - although children aren't focusing on the battles and fighting, they may view Germany and Nazism as one thing. They need to be challenged (if it is brought up) to see that Hitler was a dictator and that it was a very scary time for German people and they were forced to do and believe things in order to survive. There needs to be a clear distinction between the German power and the German people themselves.
- All evacuees had a good time away from home