

Big Question: Never in the field of human conflict was so much owed by so many to so few". What makes a war hero?

Year 6	Skills	Knowledge	Suggested Outcomes
Chronological Understanding	<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.</p> <p>Recall the date of any significant event studied from past and place it correctly on a timeline.</p>	<p>Explain why World War 2 began.</p> <p>Identify and recall facts about key individuals including Adolf Hitler and Winston Churchill</p> <p>Understand how the war affected people not directly involved the battle, including the role of woman and the impact of evacuation on children.</p> <p>Describe how people's diets were different during the war.</p> <p>Discuss the implementation of rationing.</p> <p>Describe what happened during some key events from the war and order events on a timeline.</p> <p>Describe what the Holocaust was and describe some of the events that happened.</p> <p>Home Front - Home Guard/Women (Wrens)</p> <p>Air Raids - Blitz/Cheltenham Bombings</p> <p>Dig for Victory - Winston Churchill Memorial Gardens - allotments</p> <p>Evacuees</p> <p>Manufacturing - Dowty's - Battle of Britain</p> <p>Communications - Operation Torch/D-Day (Enigma?)</p> <p>United States Army Services of Supply</p>	<p>Presentation of 'Medals' to unsung heroes.</p> <p>Commemorate Cheltenham's heroes.</p> <p>VE-Day celebrations (8th May)</p> <p>Thank-you messages - why they were important/how they were heroes.</p> <p>Persuasive writing - why these people were heroes in their own right.</p>
Knowledge and understanding of past events, people and changes in the past	<p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identify how any of above may have changed during a time period.</p> <p>Give own reasons why changes may have occurred, backed up with evidence. Show identified changes on a timeline.</p> <p>Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today.</p> <p>Make links between some features of past societies.</p>	<p>Established in Cheltenham 1942 - Organised the supply, logistics, communications for Operation Torch (North Africa invasions, Sicily/Italy and eventually D-Day landings.</p> <p>The Communications Zone is the rear part of theater of operations (behind but contiguous to the combat zone) which contains the lines of communications, establishments for supply and evacuation, and other agencies required for the immediate support and maintenance of the field forces.</p> <p>Dowty's - Building landing gears and other parts for aircraft during WW2</p> <p>Home Guard- In November 1940, the St Paul's College Platoon of the 1st Gloucestershire Battalion Home Guard had been formed. The Commanding Officer was named Reg Riley. The Home Guard was active at the college and in the town centre and surrounding areas. As with St Mary's college, life carried on at St Paul's, albeit with a smaller number of students.</p>	
Historical interpretation	<p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>		
Historical Enquiry	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinion about historical events from a range of sources.</p>	<p>Vocabulary</p> <p>Period of history Duration Scale Interval</p> <p>AD/CE BC/BCE Year Decade Century</p> <p>Millenia Millennium</p> <p>Archives Social Political Religious Beliefs</p> <p>Values Culture Allies liberate evacuation ration</p> <p>telegram holocaust Auschwitz facism Fuhrer Nazi</p> <p>D-Day V-E Day tyrant bias propaganda credible source</p>	<p>Websites</p> <p>Cheltenham Remembers</p> <p>BBC - Bombing anniversary remembered in Cheltenham</p> <p>Dowty in the Second World War Gloucestershire Archives (wordpress.com)</p> <p>Home Guard Part One (tewkesburyhistory.org)</p> <p>Learn – The Wilson – Cheltenham Art Gallery & Museum (cheltenhammuseum.org.uk)</p>
Organisation and communication	<p>Present information in an organised and clearly structured way.</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific dates and terms.</p>		