KHO MAK

Connect: Invaders; Europe; Bristol

- Chronology connect with our own family history; duration; key dates.
- What was it like living through the war? How did families prepare? What was it like to be a child? Have we got anything we can compare the experience with? How would it feel?
- Consider the war from different perspectives: a German child, a Jewish child, and American child.
- Why did the US enter the war and what was the significance of their role?
- Understand UK's place in Europe
- Social change women working, immigration
- Changing country borders
- Conduct independent research and communicate findings to audience

Preview: Understanding the modern world – causes of conflict, peace process, globalisation

# World War Two

#### Key vocabulary:

Jerry, allies, axis, commonwealth, air raid, evacuation, dictator, land girls, rationing, weapons, concentration camps, holocaust, blitz, primary and secondary resources.

# Subject specific skills

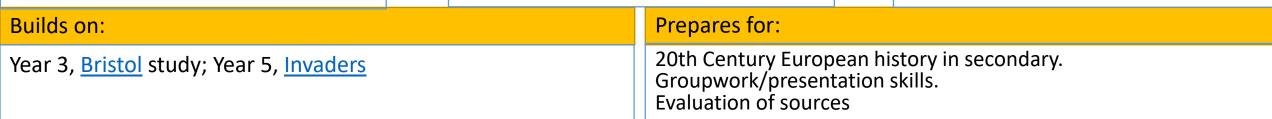
- Chronological understanding
- Historical enquiry
- Selection and organisation of historical information
- Interpretation of history propaganda
- Use of primary and secondary sources
- Comparison of resources
- Understand how interpretation of past is constructed from a range of resources

## Essential takeaways

- Social change in UK, eg role of women, immigration post war
- Main causes of WW2
- Who were the leaders of Axis and Allies?
- How did the blitz affect daily life in Bristol/UK
- What was evacuation, and what was the experience of evacuees?
- Impact of WW2 UK and global

## Cross curricular opportunities

- English texts: Goodnight Mr Tom, The Boy in Striped Pyjamas
- Newspaper reports, nonchronological reports, 3rd person recounts, short stories
- ICT presentation format photos and images, use search engines, create for audience in Word and Powerpoint
- Art Henry Moore; wax resist, clay. Rob Heard; WW2 posters
- Dance/Music swing
- DT Air raid shelters



### Significant people:

