

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
WORLD WAR 2	- Chronological Understanding: To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. - Historical Investigations: Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Knowledge and Understanding of Events, People and Changes in the Past: Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - A local history study: An aspect of history and a site dating from a period beyond 1066 that is significant in the locality.	TIER 2 (High Frequency/Instructional): Accounts, continuity, religious, political, technological, cultural, social, impact, legacy, perspective, allied, invasion. TIER 3 (Subject Specific): Blitz , Evacuation , Rationing , Holocaust , Nazi Germany , D-Day , Material Culture, Primary Source, Secondary Source.	Tour of the Churchill War Rooms to see where early war strategy was planned. Local walk to identify signs of bomb damage/rebuilding in the SW9 locality. Workshop focusing on remembrance and the stories of refugees. Visit to the Imperial War Museum (WWII Galleries) or HMS Belfast. Visit to Stockwell War Memorial
PRIOR LEARNING	- Children are confident in the 5 key historical concepts: Chronology, Archaeology, Historiography, Significance, and Change. - Chronologically secure knowledge of previously studied eras (e.g., Early Britain, Anglo-Saxons, Vikings). - Experience with historical enquiry, including using evidence rigorously to make historical claims and understanding how historical narratives are constructed. - Understanding of abstract historical terms and the ability to make connections and analyse trends over time.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Why did the world go to war again?	What happened during the invasion of France?	How did the war change everyday life in Britain?	How did different groups contribute to the war effort?	What was life like under Nazi rule?	How did the war end in Europe?
LEARNING OBJECTIVES AND CONCEPT	To know the after-effects of WWI and the start of WWII. To sequence the causes of WWII chronologically. CHRONOLOGY AND CHANGE	To know about the German invasion of France. To evaluate the significance of the fall of France. SIGNIFICANCE	To understand the impact of the Blitz, evacuation, and rationing. To extract information from WW2 material culture. ARCHAEOLOGY AND SIGNIFICANCE	To know the roles of women, Caribbean forces, and Allied forces (including Russia). To compare different historical perspectives on women's roles. HISTORIOGRAPHY AND SIGNIFICANCE	To understand life in Nazi Germany and the Holocaust at an age-appropriate level. To analyse the profound changes brought by Nazi ideology. CHANGE	To know the events of D-Day and the end of the war. To analyse the impact of D-Day as a catalyst for change. CHRONOLOGY AND CHANGE

ACTIVITY	Create a timeline linking WWI's end to WWII's start. Discuss the who, when, and why of the outbreak.	Map the German invasion of France. Discuss the Dunkirk evacuation and its impact on British morale.	Carousel activity examining artefacts (gas masks, ration books). Recreate a local Blitz map to study local impact.	Source analysis: Examine propaganda vs. diary entries regarding women's roles. Map the Allied forces, including Russia and the Caribbean.	Age-appropriate study of life in Nazi Germany and the Holocaust. Read accounts from Kindertransport refugees.	Sequence the events of D-Day leading to the war's end. Create a structured account of the liberation of Europe.
ASSESSMENT	Check children's ability to place Benin on a map and timeline accurately alongside British history? Can children list 3 features of the royal palace and explain what they reveal about the Oba's wealth? Can children articulate similarities and differences between Benin and Ancient Egypt/Greece? Can children explain the term 'sack' and sequence the events of 1897? Can children present a balanced argument using historical evidence rigorously? End Goals: Have children met the six key end goals for the topic? Can they justify Benin's significance?					
HIGHER ORDER QUESTIONS	Was WWII an inevitable consequence of WWI's after-effects?	How did the rapid fall of France change Britain's strategy and position in the war?	If an archaeologist found a ration book today, what would they assume about 1940s society?	Why might the government portray women's war work differently than the women experienced it?	How does learning about the Holocaust help us understand the dangers of discrimination today?	How did D-Day act as a major turning point for the end of the war in Europe?
INCLUSION & ADAPTATION	• Provide pre-filled timelines with visual cues. Focus on sorting "Before War" and "Start of War" images. • Provide a visual storyboard of the invasion. Use simple maps with clear directional arrows. • Use tactile, concrete artefacts. Provide sentence starters for recording observations of material culture. • Provide simplified, highly visual sources. Use role-play to explore different perspectives on wartime jobs. • Focus on the broader concept of "fairness vs. unfairness." Provide structured, gentle storyboards. • Provide a visual timeline of D-Day. Focus on the concept of "liberation" and ending the fighting.					
GREATER DEPTH ACTIVITIES	Research the Treaty of Versailles and debate its role as a primary cause of WWII.	Evaluate how the invasion of France impacted the global balance of power in 1940.	Evaluate which aspect of the Home Front (Blitz, rationing, or evacuation) had the most profound psychological impact.	Write an essay contrasting the historiographical views of women's liberation post-WWII.	Research the resistance movements within Nazi-occupied Europe and evaluate their impact.	Investigate the role of the Enigma codebreakers and argue their significance compared to D-Day.