

APS CURRICULUM – HISTORY KS2		How did WW2 change British History?		YEAR/ TERM: Year A, Summer Term	
		Knowledge, Skills and understanding breakdown			
YEAR 5 AND 6		Year 5			
National Curriculum Links		Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	
• Hi2/2.2: study an aspect or theme of British History that extends their chronological knowledge beyond 1066: e.g. A significant turning point in British History for instance WW2 Pupils should be taught about: • How did WW2 change British history? • What happened in WW2? • What achievements were caused by events of WW2? • Who was key figures through WW2? • Comparison and contrast against WW1: changes in wars. https://www.bbc.co.uk/bitesize/guides/z3vq96f/revision/4		• Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information such as different battles, and when famous people lived? • Can they use mathematical skills to work out exact time scales and differences as need be?	• Can they describe historical events from WW2? • Can they make comparisons between historical periods, explaining what has changed and what remains the same? (WW1/WW2/modern war e.g. Iraq) • Can they explain the influence that Britain had historically on other countries? Is this the same now? • Do they appreciate that WW2 in UK history has shaped the country we have today?	• Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about lives in present and past? (Ration cards, gas masks, etc)	
		Year 5 (More Challenging)			
		• Can they create timelines which outline the development of specific features such as medicine, weaponry, transport (tanks) etc?	• Can they compare and make links between key historical events and changes in the war?	• Can they research the life of one person who has had an influence on the way Britain is governed? (Winston Churchill?)	

CORE Learning / Sticky Knowledge	Year 6		
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
• What was WW2? • Why did it begin? Who won? How did they win? • What key achievements did the war create? • How did it change British history?	• Can they say where a period of history (ww2) fits on a timeline? • Can they place a specific event on a timeline by decade/year? • Can they place features of a historical event (WW2) and people from the past periods in a chronological framework?	• Can they summarize the main events from a WW2, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history (WW2)? • Can they describe people from WW2 and how they were affected by the war? • Can they recognise and describe differences and similarities/changes and continuity between different periods of history? (WW2/WW1/modern war e.g. Iraq)	• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? (propaganda posters) • Can they identify and understand propaganda? • Can they describe a key event from Britain’s past using a range of evidence from different sources? (Eg battle of Britain, or London blitz)
History Links			
• Imperial War Museum Manchester • Eden Camp York • Carlisle Castle (Military Museum) • Lowther Castle (tank training ground) • Barrow Blitz • Spy pencils (Keswick pencil factory)	Year 6 (More Challenging)		
https://www.lakedistrict.gov.uk/learning/forteachers/archaeologyeducationww2/archaeologyww2landscape	• Do they appreciate that some periods showed greater advancements in technology?	• Can they suggest relationships between causes in history? (Great powers: France/UK/America) • Can they appreciate how Britain once had a empire and how that has helped in WW2 but hindered our relationship with different countries today? • Can they trace Britain’s journey from a mono to a multi-cultural; society? (Windrush)	• Can they suggest why there may be different interpretations of certain events? Germanys viewpoint vs UK viewpoint • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?