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| **History Year 6 Medium Term Planning – How did conflict change our locality in World War 2?** | | | | | | | |
| **National Curriculum**   * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * a significant turning point in British history, for example the Battle of Britain | | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention** | **Why were Britain and America at war against Germany, Japan and Italy?** | **Why was East Anglia described as mini America?** | **Where were the airbases in our locality?** | **Where were the airbases in our locality?** | **Why were these airbases important to the war effort?** | **What effect did the American airbases have on our local area?** | **What ways do we remember the brave men and women who defended our country?** |
| **Recall and retrieval** |  | Who was the leader of the German Army?  Name a key event that happened after 1st September 1939 - why was this significant? | Why were black and white soldiers treated differently?  Why was East Anglia a successful location for an American airbase? | Who used RAF Bury St Edmunds and why was it important? | Who used RAF Felixstowe and why was this important? | Why were RAF Bury St Edmunds and RAF Felixstowe important to the war efforts? | What did the Americans friendly invasion mean for the local area? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss who was Adolf Hitler was.  Discuss key dates and events from 1st September 1939 | **Key knowledge**  Discuss the benefits of East Anglia as an American airbase.  Discuss the Americans' friendly invasion into East Anglia.  Explain segregation in the context of black and white people.  Discuss how black and white troops were treated differently.  Discuss what treats the Americans brought with them to the UK. | **Key knowledge**  Discuss RAF Bury St Edmunds and its uses.  Discuss which bombardment groups were based there.  Discuss their attacks on France, Germany and Belgium.  Discuss what the troops aimed to destroy when they attacked these countries. | **Key knowledge**  Discuss RAF Felixstowe which opened in September 1913 and used between 1918 and 1962.  Discuss and explain why it was used by both the RAF and the Royal Navy.  Discuss from 1942 the WRNS - Women’s Royal Navy Service - helped outward operations out of RAF Felixstowe.  Discuss the incendiary devices and strategies that were used to complete outward operations. | **Key knowledge**  Discuss how the Americans could penetrate into enemy territory easily from East Anglia.  Discuss how the B17 Flying Fortress led daylight attacks.  Discuss why the destruction of airfields, shipyards and factories was important to the war efforts. | **Key knowledge**  Discuss over 200 airbases were built over East Anglia.  Discuss how the towns of Bury St Edmunds and Sudbury benefitted from the friendly invasion including employment.  Discuss how the Americans were given booklets to tell them how to behave in Britain.  Discuss how Americans had different accents, ways of doing things based on culture and that they were lively and boisterous.  Discuss how the Americans introduced popular dancing music and wartime parties including the jive, jitterbug and swing. | **Key knowledge**  Discuss what a cemetery is and the American Cambridge Cemetery.  Discuss what a memorial is.  Discuss Bury St Edmunds Abbey and the Appleby Rose Garden including the memorial bench made from the wing of a B17 Flying Fortress.  Discuss Sargent John Appleby who served as a USAAF airman in Suffolk.  Discuss royalties from his book pay for the upkeep of the Appleby rose garden. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** |  |  |  | strategic  altitude | penetrate  supremacy | boisterous | cemetary |
| **Key Vocabulary**  **Tier 3** | airbase  axis | airbase  segregation | bombardment | incendiary |  |  | memorial |