

	Year group: Year 2	Area/topic: World War 2 (Spring 2)
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Pupils to be taught:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Significant historical events, people and places in their own locality. 	

Prior learning	Future learning
<ul style="list-style-type: none"> • Children would have learnt about London during their 'Great Fire of London' Autumn 2 unit. • They would have learnt key skills in Year 1 such as sequencing, ordering and what makes someone a significant historical person. 	

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • To know that World War 2 started in 1939 and ended in 1945. • To develop an understanding of chronology by placing WW2 on a timeline with The Gunpowder Plot, The King's coronation, The Great Fire of London and The Moon Landing. • To explore someone of the reasons WW2 started. • To understand the impact the war had on people. • To explore the life of Anne Frank and understand why she is a significant historical figure. 	<ul style="list-style-type: none"> • To explore the life of an evacuee during World War Two by drawing important objects in a suitcase that they would take if they were being evacuated and then explaining why these may be important items to take.

Key vocabulary

- **Winston Churchill** - The Prime Minister at the time.
 - **Eric Percival** - A child who was evacuated from London to Dereham during WW2.
 - **Prime Minister** - The leader of His Majesty's Government.
 - **Anne Frank** - German born Jewish girl who kept a diary during WW2.
 - **Adolf Hitler** - The leader of the Nazi party.
 - **Jew** - Someone who follows Judaism.
 - **Star of David** - A symbol of Judaism. It was used to identify Jewish people during the war.
 - **Pillbox** - A small, partly underground concrete fort used as a base to hide and plan a surprise attack.
 - **Evacuee** - Someone who moved from a dangerous place to a safe place.
 - **Evacuated** - Moving from a dangerous place to a safe place.
 - **Concentration camp** - A prison.
 - **Nazi** - A group of people who did not like Jewish people.
 - **Annexe** - A small room/extra building attached to a larger building.
 - **Ration Book** - A book that contained stamps which could be removed and used for goods such as food.
 - **Gas Mask** - A mask used to protect the wearer from breathing in harmful gases.
 - **Gas air raid rattle** - A large wooden rattle used by wardens to warn people of a gas attack.
 - **Air raid** - An attack where bombs are dropped from an aircraft.
 - **Blackout** - Families had to cover windows and block out all light so the enemies couldn't find their targets.
 - **Chronology/chronological** - Ordering events in the order that they happened.
- Comparing local area between the past and present day by visiting the Dereham Pillbox.
 - Listen to Winston Churchill's speech and consider why he was a significant person.
 - To order dated events from World War 2 on a timeline.
 - To create a model replica of a World War 2 pillbox to identify why it had certain features.
 - To understand who Anne Frank was, her life story and why she is remembered today by designing a front cover for Anne Frank's diary and writing about her life (making sure it explains why these life events are significant).
 - A WW2 day where the children are invited to dress as an evacuee, use a ration book to make food and medals and have a street party.

Common misconceptions

- Children may think what Anne Frank and her family were doing was wrong because they were sent to a concentration camp.
- They may believe that all Germans were Nazis. This may be a misconception around Germans during the time of WW2 but also a misconception around people from Germany today.

Books linking to this area

- Little People Big Dreams: Anne Frank - Isabel Sanchez Vegara
- My secret war diary - Marcia Williams
- Bombs and Blackberries: A World War Two Play - Julia Donaldson
- See inside the Second World War - Rob Lloyd Jones
- Anne Frank - Josephine Poole
- National geographic kids: Everything World War 2
- The daily life of a World War 2 evacuee - Alan Childs
- DK find out! World war 2 - Brian Williams
- Skyward, The story of female pilots in WW2

Videos:

- <https://www.youtube.com/watch?v=gtxdqLaIrMM> - Video clip from 'Narnia' showing the children saying goodbye to their families and boarding the train to the countryside.
- <https://www.youtube.com/watch?v=JpmElmwCadg> - Video clip from 'Narnia' showing the children on the train being evacuated from London to the countryside.

Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • World War 2 Day - Children will celebrate a World War 2 Day at the end of the topic. They will be invited to come to school dressed as an evacuee. They will use a ration book to buy food to make sandwiches for a street party and craft materials to make medals. They will finish the day by having a street party and listening to World War 2 music. • Walk to Dereham Railway and sit on a train (step into the life of an evacuee). This could be incorporated into WW2 Day as the children will already be dressed up. • Walk to Dereham Pillbox. • Make a model of the Pillbox. • Time and Tide trip. • Opportunities to hold and see WW2 artefacts such as an aid raid rattle, gas mask and ration book. • Borrow the WW2 artefact box from Bishop Bonner's cottage (gas masks, ration books etc). 	<ul style="list-style-type: none"> • Immersive day where they step into the role of an evacuee and act like a child from the Second World War (WW2 Day). • Q+A session with artefacts. • Using sources to interpret and discover more information e.g during inputs show children an image from World War 2 and give them some time to discuss what they can see, what they can learn from it and any similarities and differences they can see between this image and today.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Visual aids• Pre-teaching the vocabulary• Picture timelines• Consider alternative ways of recording the information• Role play opportunities	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Picture word banks• Writing frames• Videos to support understanding and learning• Additional thinking time• Opportunities to verbalise rather than write their ideas and responses• Consider alternative ways of recording the information e.g. talk tiles• Use a visualiser to enlarge images and text• Thicker lines on sheets for writing responses• Role play opportunities.• Opportunities to handle real artefacts to support learning.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Now and next boards• Allow a quiet space• Give a special role to increase self esteem• Provide visual support - what to do if you are stuck• Movement breaks	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• Consider carpet space position during input• Reduce background noise• Enlarge images and writing• Consider alternative ways of recording the information• Where possible, use artefacts rather than images to allow the child to be more hands on