

Year 3 – Autumn 1 – 'WWII'

NC History TAF

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

I can use different colours, shapes and patterns to create a poster.

TAF 5

Creating a Propaganda poster

Children to use tracing paper to recreate propaganda posters from WWII.

Trace over their choice of propaganda poster to create their own poster. Sade and colour posters.

Children to be given slogans to recreate their own posters.

'Stand firm!' 'TOGETHER'

'It's a full time job to win'

'It does matter, the country pays for it!'

How can you represent people coming together and working as one?

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wtj>

I can understand the significance of historical events.

TAF 5 and 7

Photo Detectives-Propaganda Posters

The deliberate spreading of information to influence the thinking of a nation.

Children to investigate propaganda posters and discuss what they might represent.

When were propaganda posters introduced? Why do you think propaganda was used in Britain?

Children to have a selection of posters to look through.

What message is this poster trying to get across?

Who is this poster aimed at?



I can understand the use of rationing. I can calculate rations and the amount of time they would last a family.

Rationing – Maths link division and multiplication

Rationing began in January 1940 and gradually most food, petrol and clothing were rationed.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgby9q>

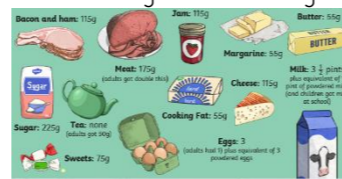
Why do you think it was necessary to ration food? What foods do you think were rationed? How do you think the rationing of food was organised? How do you think everyday lives changed as a result of rationing?

How did people become self-sufficient?

Children to use prior knowledge from propaganda posters to identify ways people became self-sufficient. E.g. mending clothes and growing their own crops.

Children to solve division questions to help identify how much of each food could be eaten weekly.

E.g. A family are given 75g of sweets to last 3 weeks. How many sweets can they have in one week?



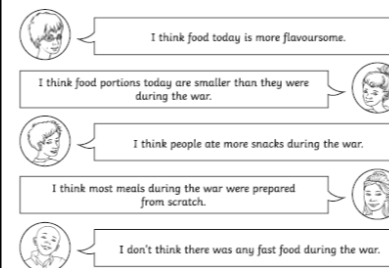
Fairness, Influence, Discrimination, Segregation

I can identify and explain similarities and differences between events from the past and the modern day. TAF 6

Children to compare the foods of an evacuee child to children today. Identify similarities and differences between meals.

Which foods offer the most nutrition? Children to look at food groups. What foods offer what nutrients? Did children in war time have a balanced diet? Was any key nutrients missing? Keep a food diary of what you eat every day. How does it compare?

Children to work in small groups to decide which statements they believe to be true or false and why.



Should all members of a family have to ration? Or should children be excluded from this?

Fairness, Influence, Discrimination, Segregation

I can identify and explain similarities and differences between events from the past and the modern day. TAF 1 and 6

Day in the life of an Evacuee

Children to create a timeline of their day. Compare this to the day in the life of an evacuee child living in the countryside.

<https://www.bbc.co.uk/programmes/p00b3g7f>

Use the video to support with evacuee child's daily tasks.

Research using different sources (pictures, diary entries, books, videos)

What did children do throughout the day?

E.g. what time did they attend school?



What do you think these photographs represent?

How did evacuees still support the war effort? Written comparison of two times. Children given sentence starters to use facts to write about what they have found out.

Fairness, Influence, Discrimination, Segregation

I can understand the impact code breaking had on historical figures. TAF 3

Code breaking

Why would people need to send messages in code? What might happen if the enemy decoded messages? Would everyone need to use coded messages?

Children to use Morse code alphabet to read messages.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-codebreaking-in-world-war-two/zdq2jhw>

A	•—	N	—•
B	—•••	O	—•—
C	—•—•	P	—•—•
D	—••	Q	—•—•
E	•	R	—•••
F	••••	S	•••
G	—•—	T	—
H	••••	U	••—
I	••	V	••••
J	—•—•	W	—•—
K	—•—	X	—•••
L	••••	Y	—•—•
M	—•—	Z	••••

Oracy outcome

Radio broadcast with hot seating to interview an evacuee at the end of the war.

Children to create questions to ask the evacuee. Brainstorm ideas about what they already know about evacuation.

Fairness, Influence, Discrimination, Segregation

NC Geography

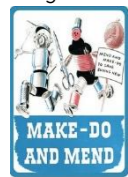
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water



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Why was it so important that people took notice of this poster?

Do you think using a poster was an effective way to get this message across?



Watch the make do and mend initiative introduced by the government.

<https://www.youtube.com/watch?v=f4RpJcVslVI>

Fairness, Influence, Discrimination, Segregation

Fairness, Influence, Discrimination, Segregation

NC Art

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Pupils should be taught to use sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques including drawing.

