


## Dereham Church Infant and Nursery School- History

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

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

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>• To know that World War 2 started in 1939 and ended in 1945.</li> <li>• 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.</li> <li>• To explore someone of the reasons WW2 started.</li> <li>• To understand the impact the war had on people.</li> <li>• To explore the life of Anne Frank and understand why she is a significant historical figure.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Comparing local area between the past and present day by visiting the Dereham Pillbox.</li> </ul>

### 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.
- 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	Books linking to this area
<ul style="list-style-type: none"> <li>Children may think what Anne Frank and her family were doing was wrong because they were sent to a concentration camp.</li> <li>They may believe that all Germans were Nazis.</li> </ul>	<ul style="list-style-type: none"> <li>Little People Big Dreams: Anne Frank - Isabel Sanchez Vegara</li> <li>My secret war diary - Marcia Williams</li> <li>Bombs and Blackberries: A World War Two Play - Julia Donaldson</li> <li>See inside the Second World War - Rob Lloyd Jones</li> <li>Anne Frank - Josephine Poole</li> <li>National geographic kids: Everything World War 2</li> <li>The daily life of a World War 2 evacuee - Alan Childs</li> <li>DK find out! World war 2 - Brian Williams</li> <li>Skyward, The story of female pilots in WW2</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=gtxdqLaIrMM">https://www.youtube.com/watch?v=gtxdqLaIrMM</a> - Video clip from 'Narnia' showing the children saying goodbye to their families and boarding the train to the countryside.</li> <li><a href="https://www.youtube.com/watch?v=JpmElmwCadg">https://www.youtube.com/watch?v=JpmElmwCadg</a> - Video clip from 'Narnia' showing the children on the train being evacuated from London to the countryside.</li> </ul>

Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Walk to Dereham Pillbox.</li> <li>• Make a model of the Pillbox.</li> <li>• Time and Tide trip.</li> <li>• Opportunities to hold and see WW2 artefacts such as an aid raid rattle, gas mask and ration book.</li> <li>• Borrow the WW2 artefact box from Bishop Bonner's cottage (gas masks, ration books etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Immersive day where they step into the role of an evacuee and act like a child from the Second World War (WW2 Day).</li> <li>• Q+A session with artefacts.</li> <li>• 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.</li> </ul>

## DCINS Reasonable adjustments for pupils with SEND

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