Brough Primary School – Curriculum Intention Plan 2023 - 2024

Subject: History **Year Group:** Year 5/6	**Area of learning:** The Impact of World War II *A significant turning point in British History (The Battle of Britain 1940).* **Enquiry Question:** *Why was the Battle of Britain a significant turning point for Great Britain?*
Links to previous work/Remember when	NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Industrial Revolution) ● To understand and explain the impact of the Victorian era on Britain- Industrial Revolution, inventions, child labour and education. ● To make links and compare the effects that this period of time had on modern day Britain.
Term	**Key Skills to be taught**
Spring 2024 What the children should know at the end of this series of lessons	**National Curriculum** ● *A significant turning point in British History (The Battle of Britain 1940).* **Historical Skills** **Chronology** ● Sequence up to ten events over a larger timescale (beyond 1066). **Sources of Evidence** ● Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims. ● Bring knowledge gathering from several sources together in a fluent account. **Historical Enquiry** ● Ask and answer questions about the past, considering aspects of change and significance. ● Bring knowledge gathered from several sources together in a fluent account to support a historical argument. **Analyse and Evaluate the Past** ● Explore a significant historical event and question the impact the event had on Britain / the wider world. **Historical Significance** ● Understand and suggest why events, periods, societies and people may be considered historically significant.

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Vocabulary
World War I & II, Germany, Europe, military, fighter, bomber, aerial, German Luftwaffe, British Royal Air Force (RAF), Battle of Britain, radar, invasion, Adolf Hitler, spitfire, hurricane, dogfight, Axis powers / Allies, significance, impact, legacy

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	**Learning Objective:** To place current study (The Battle of Britain 1940) on a timeline in relation to other studies (knowing key dates and events of time studied). **Key Knowledge:** The Battle of Britain was between July and September 1940 (after the Victorian era) between the German Luftwaffe and the British Royal Air Force (RAF). **Enquiry Type: Chronology**	**Recap-** When was the Victorian era? What was the Industrial Revolution? Which inventions came as a result of the Industrial Revolution? ● *When* was the Battle of Britain? (10th July, 1940). ● What came before / after this period of time in British history? *Link back to previous learning on the Victorians.* ● What happened in the lead up to the Battle of Britain in 1940? (start of World War 11). *Children discuss facts they may already know about the Battle of Britain (recording not essential).* *Children sequence the events of World War II (using a timeline). Relate back to the Victorian era (as studied in the Autumn term).*
2	**Learning Objective:** To ask and answer questions about the past, considering aspects of change and significance. **Key Knowledge:** Adolf Hitler's aim was to conquer much of Europe to create a German empire. He needed to destroy the RAF before he could invade Britain. German Luftwaffe started their attacks by targeting and bombing radar stations, fighter bases and aircraft factories in Britain.	**Recap-** When was the Battle of Britain? ● Which countries were involved in World War II?

	Enquiry Type: Historical Enquiry	● How did the Battle of Britain begin and where? ● Who was involved for Britain and for Germany? (RAF / Luftwaffe) *Children research the Battle of Britain with a focus on the countries involved (Allies, Axis, Axis controlled or neutral).*
3	**Learning Objective:** To understand the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims. **Key Knowledge:** The Luftwaffe was the largest air force in the world by 1940. Three air fleets attacked Britain at the beginning of the battle. The Spitfire and Hurricane planes used by the RAF were some of the best fighter aircraft in the world. **Enquiry Type: Sources of Evidence**	**Recap-** Who was involved in the Battle of Britain? ● What were the strengths of the RAF / Luftwaffe? ● How did they compare? *Children explore a range of sources from both British and German viewpoints. Consider:* ● ***Who*** *– Who made the source - did they have an opinion or bias? Were they involved?* ● ***What*** *– What information does the source give? Is it the full story? Is it accurate?* ● ***Why*** *– Why was the source made? Was it made to persuade people of a particular opinion? Was it made to take the mickey out of something/someone?* ● ***When*** *– Was it made at the time? Or years later? Was the person there?* ● ***Where*** *– Where was the source made? Were they involved in the event? Did they have an opinion?*
4	**Learning Objective:** To bring knowledge gathering from several sources together in a fluent account. **Key Knowledge:** Advances in the use of radar gave the RAF early warnings of German attacks. Hitler ordered the Luftwaffe to target major British cities (by targeting civilians, Germany would frighten	**Recap-** How did the British and German aircraft compare during the Battle of Britain? ● Who was better prepared during the Battle of Britain? ● What was the significance of using radar? ● How did the Battle of Britain end and when? *Children use their knowledge gathered from the previous session to prepare for a group / class debate for either the British or German defence-advantages and disadvantages during the Battle of Britain.*

	Britain into surrendering-known as the Blitz-September 1940 - May 1941). **Enquiry Type: Sources of Evidence**	
5	**Learning Objective:** To explore a significant historical event and question the impact the event had on Britain / the wider world. To understand and suggest why events, periods, societies and people may be considered historically significant. **Key Knowledge:** The British developed an advanced radar network. Pilots had support on the ground that the Germans couldn't match. Britain was producing more planes than Germany could. Britain's win prevented a German invasion and gave its allies a base to plan a counter-attack. The first defeat of Hitler's military forces in WW2 and was a big boost of morale for the British public/military. **Enquiry Type: Analyse and Evaluate the Past Historical Significance**	**Recap**- Who had the strongest defence during the Battle of Britain? ● Why was the Battle of Britain a significant turning point for Great Britain? *Children reflect upon the impact of the Battle of Britain (on Britain and the wider world) and begin to give reasons why it is significant.* *Summarise key events and why the battle is remembered today.*
6	**Learning Objective:** To demonstrate what has been learnt about the Battle of Britain and the	ASSESSMENT LESSON Children demonstrate their knowledge and understanding of the Battle of Britain and the significance of this event. Children may consider a

	significance of this event in British History.	written explanation, presentation, poster, leaflet etc. to answer the enquiry question for this unit of work.

Learning Outcome/product

Why was the Battle of Britain a significant turning point for Great Britain?

Children will be able to identify when the Battle of Britain took place and who was involved.
Children will be able to consider the methods defence used from both Britain and Germany.
Children will be able to use different sources of evidence to find out more about the past and use this evidence to construct a fluent account of what happened.
Children will be able to give reasons why the Battle of Britain is remembered and why it was a significant turning point for Great Britain.

Assessment records	List only those children who have not achieved the expected outcomes.