

Walton on the Hill Primary School
Medium Term Plan - History



Year 6		Class Teacher (s):	LL	Subject:	History – World War One		
Term	Substantive Knowledge		Disciplinary Knowledge		Key Vocabulary:	Cross Curricular opportunities	
	<ul style="list-style-type: none"> Events that led to the start of World War One References to alliances made during the war, eg. Triple Entente, Triple Alliance, Central Powers, Allied Powers An understanding of the conditions that soldiers lived in on the Western Front The significance of key events during the war, eg. Battle of the Somme How advancements in technology had an impact on the nature of warfare The role played by women and children during the war. How World War One came to an end and what happened afterwards. 		<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others. Use appropriate vocabulary when discussing, describing and explaining historical events. Recognise how sources of evidence/artefacts are used to make historical claims. 		World War One, The Great War, ally, alliance, Triple Entente, Triple Alliance, empire, heir, assassinated, recruit, mobilise, neutral, Central Powers, Allied Powers, navy, trench warfare, Western Front, Lord Kitchener, 'the war effort', artefacts, armistice, remembrance, Treaty of Versailles, reparations.	Geography – Europe, map labelling English – Armistice Runner, diary & letter writing from the front line Outdoor learning (Forest School) – trenches/Christmas Truce Science/DT – light – making periscopes	
Session	Key Objectives		Outcomes		Key Questions		
1	To investigate elements that led to the start of World War One.		Children will: <ul style="list-style-type: none"> Gather pre-existing knowledge about WW1. Place WW1 on timeline, based on prior knowledge of other historical eras. Discuss why 1914 map of Europe looks different from today's map. 		What do you already know about WW1? Why does the map of Europe look very different in 1914 to how it looks today? Why have some flags changed since 1914? What does the word 'alliance' mean? Which countries formed the Triple Alliance and Triple Entente? Who was Archduke Franz Ferdinand?		

		<ul style="list-style-type: none"> Take part in an activity to help visualise countries in Triple Alliance and Triple Entente. Understand roles of Bosnia & Serbia. Colour and annotate maps of Europe to show alliances and how these develop to form Central Powers and Allied Forces. 	<p>Why do other countries join the war after it has started?</p> <p>Challenge: What was the main reason for the start of World War One?</p>
2	To understand what life was like on the Western Front	<p>Children will:</p> <ul style="list-style-type: none"> Understand the different frontiers that appeared during the war. Make their own notes about the trenches from the slides and video. Conduct their own research about trenches using the BBC website. Annotate a collage of images from the trenches using appropriate topic-related vocabulary and full sentences. 	<p>Can you explain what trench warfare is? Can you describe what life was like for soldiers on the Western Front? Why was the Battle of Somme significant? What ailments did soldiers suffer from? What was communication like at that time?</p> <p>Challenge: Why did soldiers often not tell loved ones (via letter) the truth about the conditions they were living in?</p>
3	To understand the impact of World War One on Walton-on-the-Hill	<p>Children will:</p> <ul style="list-style-type: none"> Look at entries from the school diary during years 1914-1918. Understand the role of Tadworth Camp. Prepare maps for class walk to Langley Vale Centenary Woods: Regiment of Trees. Read the poem: In Flanders Fields. 	<p>Where did local soldiers train in preparation for World War One? Who was asked to fight? What is the story behind the Regiment of Trees? Why are poppies significant?</p> <p>Challenge: Why is it important to build sites such as the Regiment of Trees?</p>
4	To explore the technological advancements of World War One	<p>Children will:</p> <ul style="list-style-type: none"> Investigate photographic sources and match them to descriptions of technological advancements. Use their knowledge of these advancements to suggest the impact they would have had on the nature of warfare. 	<p>Can you name a technology that was used for the first time during WW1? Can you explain how technology changed warfare during WW1? Can you justify your ideas using sources of information?</p>

			Challenge: Do you think these advancements make warfare easier or harder for soldiers?
5	To explore what life was like for people in Britain during WW1	<p>Children will:</p> <ul style="list-style-type: none"> ▪ Understand which civilians were not called upon to fight. ▪ Discover the jobs that many women and children took on. ▪ Talk about the phrase 'the war effort' and think about all of the people that refers to. ▪ Investigate propaganda posters and discuss why these were used during the war. 	<p>How did women and children support the war effort from home? What is propaganda and how was it used during the war?</p> <p>Challenge: Can you name some changes that happened in Britain because of the war?</p>
6	To identify artefacts and explain their significance	<p>Children will:</p> <ul style="list-style-type: none"> ▪ Use all of their newly-acquired knowledge to try and identify and describe the role of various artefacts. ▪ After class discussion, children will add the correct description to a picture of each artefact. 	<p>Why are artefacts vital to historians? Which artefacts do you think tell historians the most about the war?</p> <p>Challenge: Who should these artefacts belong to? Does it depend what it is?</p>
7	To investigate the end of World War One and what happened afterwards	<p>Children will:</p> <ul style="list-style-type: none"> ▪ Find out some of the events that led to the end of the war. ▪ Talk about significance of armistice - Remembrance Day -(11/11). ▪ Identify changes that happened in the years after the war, including the agreements in the Treaty of Versailles. 	<p>What is the date of Armistice Day? Can you describe the Treaty of Versailles? Can you identify the changes in Europe after the end of the war?</p> <p>Challenge: Was making Germany 'pay' for the war (reparations) a good idea? Can you think of arguments for and against?</p>

Evaluation