

CYCLE A KS3	
Term 4- Why did Britain have to go to War in 1939?	
Overview- GLOBAL- Historical Unit- - Why did Britain go to war? How can we learn to show tolerance and respect to all to prevent conflict? How can we prevent intolerance?	
Pupils to curate a NS 265 WW2 Museum with historical artefacts and key events of the War 2.	
KS2 Prior Knowledge	KS3 National Curriculum Objectives
- European countries and cities – features of navigation - Physical and human features of Krakow, Poland. - World War 2 was from 1939 until 1945 - Adolf Hitler was the leader of the Nazi Party in Germany. The war started when Adolf Hitler and his troops invaded Poland, on 1 st September 1939. - Neville Chamberlin was the Prime Minister on Britain. He declared war on Germany on 3rd September 1939. - Battles were fought in Asia, Africa and Europe, on the ground and in the air. The Battle of Britain was an air battle between the Luftwaffe (German Air force) and the RAF (Royal British Airforce). - The Home Front was the war being fought in Britain. The Front Line was the war being fought by British and other soldiers in Europe. - The first 6 months were known as the Phoney War as no fighting happened. The first attack was April 1940. - Many foods and other products were rationed meaning each person had a limited amount recorded in rationing books with stamps. This was because there was a limited supply. - Gas Masks protected people from gas bombs. - Children were evacuated away from their families, from the cities to the countryside, to keep them safe. They travelled by train with labels to identify them. - People had to cover their windows after sunset with paint or card to hide the light from attackers. This was called the blackout.	Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include: - women's suffrage - the First World War and the Peace Settlement - the inter-war years: the Great Depression and the rise of dictators - the Second World War and the wartime leadership of Winston Churchill - the creation of the Welfare State - Indian independence and end of Empire - social, cultural and technological change in post-war British society - Britain's place in the world since 1945

• Air raid sirens were sounded to warn people of an attack and people used to hide in air raid shelters such as Anderson or Morrison shelters • The Bristol Blitz was the many heavy attacked on the city of Bristol. Many people died and buildings were destroyed. Blitzkrieg in German is 'Lightning War'. • The war involved everyone. People took on different job roles such as The Home Guards, land girls, wardens.	
Key Skills	
Historical skills: • Chronology: Establishing a secure framework for understanding significant events, individuals, and turning points in British and world history. • Cause and Consequence: Analyzing why events happened and their long-term effects on society. • Change and Continuity: Comparing different periods to determine what changed and what remained the same. • Significance: Evaluating why certain events, people, or developments are deemed important. • Evidence and Enquiry: Using primary and secondary sources to investigate the past, evaluating their reliability, and constructing informed arguments. • Interpretations: Understanding that different versions of the past exist and exploring why they were constructed. • Historical Terminology: Using accurate, subject-specific language in both spoken and written work	
PSHE Links	Key Vocabulary

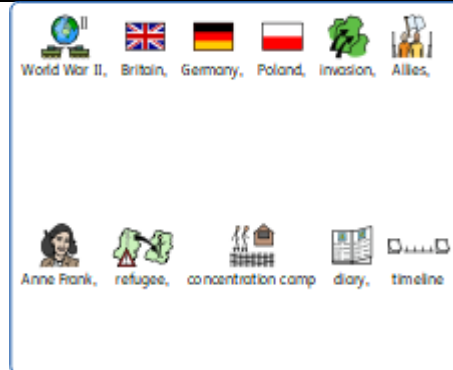
Cross Curricular links (DT/RE

Understanding of prejudice and discrimination

- What intolerance looks like (e.g. prejudice, discrimination)
- How propaganda influenced public opinion in wartime
- The impact of racism and antisemitism (e.g. under **Adolf Hitler**)
- The importance of mutual respect in diverse societies
- Value diversity
- Challenge stereotypes
- Understand the harmful effects of discrimination
- Recognise the importance of equality

Empathy and emotional awareness

- Understanding fear, loss and uncertainty
- Developing empathy for civilians and soldiers
- Exploring resilience during hardship (e.g. evacuation)
- This builds:
- Emotional vocabulary
- Compassion
- Perspective-taking



Design Technology

- Designing model Anderson shelters
- Creating wartime recipes (ration-based cooking)
- Evaluating wartime inventions
- Engineering challenges (bridges, vehicles)

RE

- Moral and ethical questions:
- Is war ever justified?
- Forgiveness and reconciliation
- Links to teachings on peace across religions
- Exploring remembrance and reflection

Science

- Scientific and technological developments during war
- Materials and their uses (e.g. aircraft design)
- Forces (flight, explosions)
- Medical advances
- Energy sources and innovation under pressure

Art

- Studying wartime propaganda posters
- Typography and visual messaging
- Silhouette art (Blitz skylines)
- Artwork inspired by war artists such as Paul Nash

- Exploring how art communicates emotion and perspective

Quality Texts/Resources

