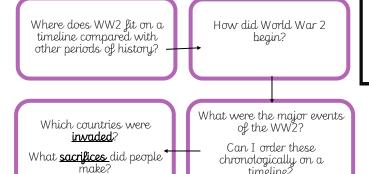# We'll Meet Again: Sirens and Sandbags

Entry Task

To watch clips from various events during World War 2.

Explore and discuss: what do they tell us? What do we know? What is the impact of war?

What to revisit?

Year 1—5—Chronology of events studied to date.

Year 5—Impact rulers such as Henry VIII had on the British people and the impact today

Year 4/5—Primary and secondary resources and how they can provide evidence.

Year 3—Understanding of democracy

Big Question
What was the legacy of World War 2?

Where does WW2 fit on a timeline compared with other periods of history?

How did World War 2 begin?

Which countries were invaded?
What sacrifices did people make?

What were the major events of the WW2?
Can I order these chronologically on a timeline?

Threads

Invasion, Defeat, Sacrifice, Community, Significance, Legacy, Reflection, Humanity, Wealth & Poverty,

Can I assemble, join and combine materials creating a finished product?

Can I evaluate my final product drawing on the design criteria? Can I evaluate my peers work and suggest areas for improvement?

Can I measure and mark out a shell structure using appropriate tools and skills, making my prototype user friendly?

Can I experiment with reinforcing and joining techniques including scoring, cutting, assembling, strengthening and stiffening, highlighting the pros an cons of each?

Why did evacuation begin? What did it entail and how did it impact Britain? Is there a lasting legacy?

Historical Enquiry:
Was evacuation a positive experience for all? How did evacuation impact our local community?

What was the Battle of Britain? Can I order key events? What resistance did Britain put up?

Using primary and secondary resources, how did the Battle of Britain impact humanity?

What was the Blitz and how did Britain prepare? What affect did it have on those in poverty compared to those with wealth?

Can I create a cross-sectional, annotated diagram to design a suitcase for an evacuee?

Celebration/Evaluation

To create a digital presentation about the key aspects and events of World War Two to showcase knowledge and understanding.

Key Vocabulary

As a historian, I will use... Blitzkrieg, concentration camp, gestapo, Luftwaffe, Nazi, Normandy, persecute, prisoner, ration, retaliate, military, parliament, primary/secondary source, ruler, political party

As a design technologist, I will use... shell, solid, combination structures, 3D net, prototype, computer aided design CAD, cross sectional diagram, reinforce, join, score, cut, assemble, strengthen, stiffen, user, manipulate, measure, shape, vertical, horizontal, structure, purpose, design criteria

What cities and ports were bombed during the Blitz? What made these places vulnerable to bombing? (Identify geographical features e.g. rivers, travel etc.)

Can I research a range of shell, solid and combination structures, listing the features of each? Can I produce a 3D net of my suitcase to help me begin to think about my framework?

Curriculum Passport Challenge

Take part in a World War 2 workshop day, handling artefacts and developing knowledge of WW2

How was Liverpool affected during World War Two? What were the long term affects on the city and our community?

Who was defeated and why? How did Britain celebrate the end of the war? How did people feel when it was over and did life return to pre war normality?

DRIVER SUBJECTS ARE HISTORY & DT