

Cantrell Primary School History Curriculum

Year 5: Who was Walter Tull and why was he significant during WW1?

NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history

NC reference: understanding how life has changed for people in Britain since 1948

Objectives:

- know when and why World War One started and which countries were involved
- know who Walter Tull was
- understand what Walter Tull's childhood was like
- compare the similarities and differences between Walter's life and the lives of footballers today
- understand what life was like for Walter and other soldiers in the trenches of WW1
- understand what happened at the battle of the Somme
- know what happened to Walter Tull and understand the different ways we remember the people who sacrifice their lives in war

Key Factual Learning:

- ✓ WW1 started on 4 August 1914 when Britain declared war on Germany.
- ✓ It became known as The Great War, as it affected people all over the world.
- ✓ WW1 began because of a series of events. The assassination of Archduke Frans Ferdinand was one of these.
- ✓ It is called a 'world war' because many countries were involved. Germany, Austro-Hungry and Italy are allied in the Triple Alliance. France, Britain and Russia are the Triple Entente.
- ✓ Walter Tull was born in 1888.
- ✓ He was an immigrant to Britain from the Caribbean. He came to the UK when he was 4 years old. His father was from Barbados and his mother was from Kent.
- ✓ His paternal grandfather was a slave in Barbados.
- ✓ His mother and father died when Walter was 9 years old and he and his brother had to be placed in an orphanage.
- ✓ In the orphanage, Walter began to play football. He was talented in this sport and was soon spotted.
- ✓ He played as an inside forward and half back for Clapton, Tottenham Hotspur and Northampton Town.
- ✓ Footballers lives are very different today. They have top of the range sportswear, receive higher pay and it is their main career.
- ✓ Walter went on to be the 2nd ever black British professional football player.
- ✓ When WW1 started Walter became a soldier. He rose to the rank of lance sergeant and fought in the Battle of the Somme in 1916.
- ✓ Thousands of British soldiers died in the battle.
- ✓ Walter returned home for a while with shell shock.
- ✓ Conditions in the trenches were appalling. They were infested with rats and were very muddy.
- ✓ He soon returned to the front line and led a group of soldiers to safety.
- ✓ He was the first African-Caribbean mixed heritage man to be commissioned as an infantry officer in the British Army.
- ✓ He died in WW1 aged 29 in 1918 while leading an attack on the Western front during the Second Battle of the Somme in March.
- ✓ He was the first black officer to lead white troops into battle.
- ✓ 37 million people died during WW1 (including civilians.)
- ✓ People wear poppies to remember the war. There are different kinds of poppy and they all have distinct meanings.
- ✓ Walter Tull is remembered by the production of a commemorative stamp, coin and statue.
- ✓ Germany surrendered in 1918. The allies-Britain, France and USA-meet at the palace of Versailles (France) to decide what should happen to Germany.
- ✓ Germany are forced to sign the treaty and the war ends.

Practical Tasks (Historical Enquiry):

- Plot the main events on a timeline, including some previous topics
- Write a detailed paragraph explaining why the war started
- Take notes and write about the early life of Walter Tull and identify some of the challenges he faced
- Compare the similarities and differences of pay and conditions of footballers in 1900 compared to that of footballers today, writing a detailed paragraph
- Examine both primary and secondary sources to determine what life was like in the trenches of WW1
- Ask questions about soldiers lives and find information in linked non-fiction texts and secondary sources
- Complete a reading comprehension on the battle of the Somme using secondary sources
- Research the use of different coloured poppies and their significance
- Research the commemorative objects of Walter Tull and other people from the war

Key Vocabulary:

warfare, slavery, trench warfare, alliances, Archduke Franz Ferdinand, Western Front, Allies, triple Entente, Central Power, trenches, Walter Tull, assassination,

Cross-Curricular Links:

WW1 equine sketching, family assembly, diary entries, discussion texts -non-fiction writing, study of War Horse by Michael Morpurgo, wide selection of reading texts

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Year 5: How were children in Britain and abroad affected by WW2?

NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history
NC reference: understanding how life has changed for people in Britain since 1948

Objectives:

- Understand how the failed Treaty of Versailles led to WW2 and what this meant for young people living at the time
- Understand when WW2 started and how events led to war
- Understand why children were evacuated from Britain's cities and empathise with their experience **(achieved through Beaumanor Hall evacuee Drama day)**
- Understand how anti-Semitism in Germany led to children seeking refuge here in Britain (the Kindertransport) What would the experience be like for a young child refugee? (taught through RE)
- Understand the importance of Blitzkrieg (lightning war) and share our reflections of the evacuation of Dunkirk
- Understand what is meant by The Battle of Britain and how it morphs into the deadly Blitz. What would taking shelter be like for young people living in towns and cities?
- Understand what the holocaust is and why it should be remembered **(achieved with a trip to The National Holocaust Centre)**
- Understand how WW2 came to an end and what is meant by D-Day, VE- Day and VJ-Day. What would this be like for a young person at the time?
- Understand the role of atomic weapons in ending the war in the Pacific. Share a young Japanese person's perspective on the bombing of Hiroshima.
- Evaluate views and opinions on leaders in WW2

Key Factual Learning:

- ✓ Neville Chamberlin was the British prime minister. He announced to the British people that Britain was at war with Germany in 1939.
- ✓ Adolf Hitler was the German leader. He wanted more land so that the German people could occupy more countries.
- ✓ Britain and France had promised to protect Poland if it was also invaded, so when Hitler refused to withdraw the troops that had marched into the country on 1st September 1939, Britain and France reacted
- ✓ Britain, France and Poland made a promise to support each other and became the Allied forces.
- ✓ The Allies were soon joined by the British Commonwealth (South Africa, Canada, Australia and New Zealand) and then the Soviet Union, the United States of America and China.
- ✓ The Axis Powers were Germany, Japan and Italy, who made a pact to stand together in opposition to the Allies.
- ✓ In 1940, Winston Churchill became the British prime minister.
- ✓ During World War II, many people were evacuated from the cities to the countryside where it was believed they would be safer from bombing.
- ✓ The Blitz (September 7, 1940–May 11, 1941), was a period of intense bombing undertaken by Nazi Germany against the United Kingdom during World War II. For eight months the Luftwaffe dropped bombs on London and other strategic cities across Britain.
- ✓ In total, over 3.5 million children were evacuated.
- ✓ Some children were evacuated to the countryside and others overseas and lived with host families in places as far away as Australia and Canada.
- ✓ At the start of the war, Britain began to ration food. To ration something means to allow each person to only have a fixed amount of it.
- ✓ The rationing of food began in January 1940 and lasted until 1954, which was actually nine years after the war had ended.
- ✓ Some children grew up never seeing bananas or oranges for example, as these were imported from overseas.
- ✓ Because imported foods were not getting through to Britain, many families began to grow their own produce in gardens and allotments.
- ✓ With men called up for active service, there was a great need for women to undertake the jobs that the men had previously done. Suddenly, women became more than just homemakers and were given the opportunity to become patriotic heroines. They would contribute significantly to the war effort in a variety of ways.
- ✓ The discrimination against Jewish people in Germany had begun before the war. School children were openly bullied and humiliated by other pupils and their teachers.
- ✓ Anne Frank was a Jewish girl, who was born in Germany on 12th June 1929.
- ✓ During the war, Anne's family were forced to go into hiding in Amsterdam and during this time, Anne kept a diary about her experiences. Eventually, the family were captured and sent to a concentration camp.
- ✓ Anti-Semitism in Germany led to children seeking refuge here in Britain, this was called The Kindertransport – taught through new RE unit
- ✓ Jewish children were taken into homes to keep them safe. Some children never returned to their homes.
- ✓ WW2 ended on 2nd September 1945.

Practical Tasks (Historical Enquiry):

- Revise the terms of the Treaty of Versailles **5.4**
- Use a timeline to plot the early events of WW2 **5.1**
- Watch and make notes on a real-life evacuee survivor **5.6**
- Design their own evacuee suitcase contents and provide justification about what is important to them **5.5**
- Role play a day in the life of an evacuee (Beaumanor Hall trip) Including: school life, billeting, shopping, rationing, code breaking, experiencing an air raid and understanding why this is a local place for national importance) **5.1-5.6**
- Handle and discuss WW2 artefacts - Hands on History session – explore what each artefact is and what role it had to play in the war **5.3 5.5 5.6**
- Watch and listen to a real-life survivor account of the Blitz to understand how significant this event was in British history, ultimately leading to more children being evacuated **5.2**
- Make comparisons between their own diets today and that of a child in 1939 onwards due to rationing **5.5**
- Identify some of the consequences of food rationing **5.5**
- Evaluate the successes and failures of the Dunkirk evacuation **5.5**
- Explore what we mean by VE and VJ day and why they were significant events **5.4**

Key Vocabulary:

armistice, peace treaty, evacuee, bombing, Blitzkrieg, identity card, gas mask, host family, billeting officer, Anderson shelter, air raid siren, communist, Jews, Nazis, Hitler, Luftwaffe, Dunkirk, antisemitism, Kindertransport, racism, fascism, propaganda, D-Day, VE day, VJ day, Normandy, hero, villain, food rationing

Cross-Curricular Links:

WW2 gas mask making (Homework project), drama experience, family assembly, report writing NF, music of WW2, Public Service Broadcasting's The War Room record study and study of film texts and propaganda art, wide selection of reading texts

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Year 5: What is Skara Brae and what does it tell historians about Neolithic life in Britain?

NC reference: late Neolithic hunter-gatherers and early farmers, bronze age religion and hill forts

Objectives:

- Understand what we mean by the term 'prehistory'
- Understand that historians and archeologists use primary and secondary sources to find out about this period of history
- Understand the terms 'Mesolithic and Neolithic period', when these time periods were and what Britain was like back then
- Use a range of primary and secondary sources to tell us about the past
- Know what hunter gathers were and how people adapted into early communities and farmers
- Know what Skara Brae is and why it is significant today
- Identify how people lived at Skara Brae and use sources to find information

Key Factual Learning:

- Nowadays, most people can write. But that wasn't always the case. People lived in Britain for hundreds of thousands of years before anyone could write.
- There is a special term for this period of history. It is called 'prehistory'
- Prehistory lasted for a really long time, nearly 1 million years.
- The terms BC means 'before Christ' and AD means 'after death'
- The Stone Age is divided into 3 time periods known as the Paleolithic to 10,000 B.C. (end of the Ice Age) / Mesolithic to 4000 B.C. / Neolithic to 2300 B.C.
- During the Mesolithic period, Britain was a place of open grass land. Glaciers from the Ice Age before had melted, leaving lots of lakes and warm weather.
- Early man lived in caves and hunted deer, boars and fish in the dense forests. They used basic tools and travelled from place to place. They were known as 'hunter gatherers'
- Historians and archeologists find out about history at this point in time by digging up sources (primary or secondary) such as bones, clothes and jewelry.
- A primary source are from the period of time that is being studied.
- A secondary source are not from the time that is being studied.
- It is often called the Stone Age as early humans used stone to make basic tools.
- Mesolithic life continued in Britain, with people hunting and foraging on the land. Headdresses were found, suggesting they had spiritual beliefs.
- Meanwhile, in some other places, a new way of life had developed.
- Between 13000 and 1000 years ago, people outside of Britain began to grow food deliberately instead of hunting.
- Around 6500 years ago, people in Britain began to farm the land, growing crops and looking after their own animals. They also began to live in towns and settlements, maybe influenced from people from overseas. This marked the beginning of the Neolithic period of time.
- Skara Brae was discovered in 1850 in Orkney, Scotland after a sand storm uncovered it.
- Skara Brae is the remains of eight houses from around 5200 years ago.
- All of the houses were made of rock, and were of equal size. Showing that everyone was equal. They shared a sewer system and were roofed with wood and turf.
- They had stone dressers, which was used to keep belongings in, a hearth, where a fire was lit and shallow stone beds.
- Historians can learn a lot about this period of time from Skara Brae. The use of sewer system shows that everyone worked together in a community.
- Many artefacts were found in Skara Brae, which helped archeologists understand what life was like back then.
- Neolithic people made pottery and woven materials from animals. They made these using stone tools.
- Chipped axes and stone tools were found. People of Skara Brae ground the stone and polished their axes to make them stronger.
- As settlement population grew, people began to fight each other for more land and space to farm. This is known from skulls found at Skara Brae.
- It is around this time that Stone Henge was started in Dorset. At this time it was a simple circular ditch. It would take another 1000 years to be what it is today.

Practical Tasks (Historical Enquiry):

- Locate the three time periods of the Stone Age and the first people in Britain on a time line using the terms prehistory, BC and AD – referring to other BC and AD topics covered
- Sort and sequence the key events from the topic onto a time line
- Write a detailed paragraph explaining how early hunter gatherers moved around hunting food and living in caves, identifying the causes and consequences of living this way.
- label a Skara Brae house and its contents
- identify primary sources from Skara Brae and pose answers to questions about what they were used for and what they tell us about life at this point in time
- explain why the discovery of Skara Brae was a significant development in history

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- At around 4000 BC, the Bronze age began. This was a period of time when Bronze was discovered and people moved from using stone to Bronze tools.

Key Vocabulary:

Prehistory (ic), Stone Age, Palaeolithic, Mesolithic, Neolithic, Bronze Age, survival, hunter-gatherer, settlement, Skara Brae, domestication, farming, monuments, rituals, religion, Stonehenge, Romans,

Cross-Curricular Links:

Study of novel Wolf Brother by Michelle Paver