



Scheme of Learning	The Second World War.	
Learning outcomes	<p>Subject Content: Students will understand why Europe went to War in 1939.</p> <p>We will consider the policy of appeasement and Britain's reaction to Hitler's wars of conquest prior to 1939. We want students to understand the arguments for and against appeasement and to consider recent historical views that would argue that appeasement has been misrepresented.</p> <p>Students will learn about life during the Blitz. They will understand the impact of the Blitz on the lives of those who lived through it. This includes an understanding of such concepts as rationing, evacuations and shelters. They will grow to make an assessment of how people coped during the Blitz and whether it was true to say that there was a Blitz Spirit.</p> <p>The nature of the war will be discussed through an investigation into key events, studying the Battle of Britain, Operation Barborossa and the Japanese attack on Pearl Harbour. Students will need to understand how the events of WW2 lead to the Cold War which followed.</p> <p>The unit will conclude by investigating the nature of atomic power and the dropping of the atomic bomb on Hiroshima and Nagasaki. We want student to engage with difficult concepts such as whether horrific acts of violence can ever be justified if they prevent further death.</p>	<p>Skill set:</p> <p>In this unit we will focus heavily on interpretations. Much of WW2 has gone into mythology with the history of the war being written by the victors or censored at the time. As a result we are asking students to make assessments about key events in the war, from appeasement and the 'triumph' of Dunkirk to notions of a Blitz Spirit and the dropping of the atomic bomb.</p>
Key Question –	<ul style="list-style-type: none"> • Why did Europe go to war in 1939? • How justified was the policy of appeasement? • What was Britain's contribution to the war effort? • Was there a Blitz Spirit? • How justified was the dropping of the Hiroshima bomb? 	



<p>Knowledge</p>	<p>Key concepts</p> <ul style="list-style-type: none"> • Why did the world go to war in 1939? • What was the nature of warfare in WW2? • What was the impact of war on civilians? • What is the significance of nuclear weaponry? <p>Key Terminology</p> <ul style="list-style-type: none"> • Appeasement – The act of trying to bring peace or avoid conflict. It was most famously practiced by the British Prime Minister, Neville Chamberlain prior to WW2. • Atomic Bomb – A weapon invented by the USA in 1945 that could destroy entire cities and inflict hundreds of thousands of casualties. It would change the nature of warfare. • Blitzkrieg – German for 'lightning war'. The German army used blitzkrieg tactics to great effect in WW2, relying on fast moving, mobile military units. This was considerably different to the trench warfare experienced in WW1. • Blitz – The bombing of London and other British cities in 1940-41. • Evacuation – The removal of children and others from major cities during WW2 with the aim of limiting casualties. • Rationing – the controlled distribution of food, petrol and clothes during WW2. Rationing was practiced to ensure that there was less competition for food during time of scarcity.
<p>Ongoing Assessment</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Students will undertake regular factual recall tests in class • Knowledge retrieval at the start of each lesson: multiple choice and longer answer questions <p>Misconceptions/Considerations:</p> <ul style="list-style-type: none"> • The general perception is that appeasement was a foolish policy to follow. Students should understand that this was a justifiable policy and that we must question those who write with hindsight. • Students may not be aware of the role played by the Soviet Union in WW2, it was the Soviet Union who saw the highest loss of life. Britain's role was pivotal in continuing the war but as a military force, Britain's impact was less important compared to the role played by the USA and USSR. • Students may not be aware of the historical context for Japan's role in WW2, that it was led by a military dictatorship as well as an emperor and was fighting wars of conquest across Asia in the 1930s.



Key Assessment	<ul style="list-style-type: none"> The third history assessment of the year has a focus on WW2. There is a mixture of multiple choice and shorter answer questions for students to demonstrate their understanding.
Clear sequencing of content	<ul style="list-style-type: none"> Nature of warfare – As we draw toward the end of KS3 we want students to draw comparisons with previous units. In this unit, students should be able to make an assessment of how the nature of warfare has changed over time and the impact of new technology in the twentieth century. The lives of people – Students should be able to understand that the second world war saw warfare brought to the people with mass aerial bombing. Some students might be able to make the comparison between WW2 and the English Civil War which was the last time that ordinary people would have felt war impact them personally. Moreover, WW2 saw the lives of people almost totally consumed by war. Women are once again asked to perform jobs that had been left open by serving soldiers but the blitz brought further problems. Rationing, sheltering and the evacuation of children was also a new imposition on the lives of people. Nationalism – In previous units on WW1 we will have spoken a lot about nationalism. Nationalist fervour is still rife across Europe and the rest of the world. We will build on these ideas in this unit. Empire – We will make references to the British empire and Britain's desire to protect it as well as the reaction of people from across the Empire, either in support of the war effort or as part of the rising tide of nationalist sentiment that was growing within the empire. Fascism and Communism – In the previous unit we encountered communisms and fascism and here students will see the two ideologies come into contact. Cold War – the unit is important for students understanding of the Cold War which is the first topic at GCSE that we choose to study.
Links to Careers	<ul style="list-style-type: none"> This unit will be useful for students who want to go into jobs linked to International Relations- working for the Foreign Office, UN, NGOs. Jobs linked to law and journalism
Diversity and Inclusion	<ul style="list-style-type: none"> In the unit we meet Nigeria born air raid warden Ita Ekpenyon. It is important for student understanding of diversity in Britain pre 1945. We want students to draw a line between previous non white people in Britain such as John Blanke and Samuel Mudiya and be aware that black migration does not begin with the Windrush which will be covered in a later unit.
Support	<ul style="list-style-type: none"> Booklets contain knowledge organisers, key vocabulary definitions. All resources are uploaded to the SharePoint.
Challenge	<ul style="list-style-type: none"> Booklet contains links to podcasts and academic history literature. <i>Meanwhile Elsewhere</i> tasks enable students to make links to other countries/topics during the same time period to help extend their awareness.

