

Meden School Curriculum Planning							
Subject	History	Year Group	9	Sequence No.	1	Topic	WW2

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Teachers need to retrieve the issues Germany faced during WW1 due to the location of the country and why ultimately, the Schlieffen Plan failed. This can be linked to the first lesson on Germany's military tactics. Teachers need to retrieve tactics from WW1 (trench warfare) and compare to Blitzkrieg, explaining why Blitzkrieg was more effective in defeating France.</p> <p>Teachers need to retrieve knowledge from the WW1 topic linked to the idea of alliances between Britain and France in both conflicts.</p>	<p>Maginot and Blitzkrieg – What were German's WW2 military tactics?</p> <ul style="list-style-type: none"> • Discussion based on Germany's location in the centre of Europe and the issues this would cause; fighting a war on two fronts, being surrounded by hostile countries, issues relating to WW1 and Germany running out of resources and starving due to the aforementioned points. Staff should explain the Nazi-Soviet Pact (an alliance between Hitler and Stalin that allowed Hitler to fight the war on just one front) at this point. • The Maginot Line was a series of defensive fortifications in the east of France to protect them from any future invasion from the Germans. The cost was astronomical and left French defences light in other areas. Germany got around the Maginot Line by simply invading France through Belgium instead. • Blitzkrieg (lightning war) Paratroopers dropped behind enemy lines, Panzer tank divisions create fear through quick (lightning) advances supported by infantry, Stuka dive bombers also work in tandem with the Panzer divisions for maximum effect and confusion. This is backed up by artillery attacks. <p>Dunkirk – What happened to the BEF at Dunkirk?</p> <ul style="list-style-type: none"> • The Germans surprised the French by attacking through the Ardennes Forest, which was thought to be too thick for an attacking army to get through. The Germans also attacked through Belgium into northern France, creating havoc for the British and French troops. 	<p>Through the knowledge learnt in this topic pupils will develop an understanding of current political alliances as well as considering the financial implications of war. They will explore how warfare is different today. They will consider how past events linked to the present day and make cross curricular links with RE by discussing moral issues. They will do this through the following activities:</p> <ul style="list-style-type: none"> • How does Europe defend themselves against potential aggressors in 21st century? NATO • Should so much money be spent on defence when it can be spent elsewhere reducing inequality? • What defences does the British have now? • What is often used for bombings instead of planes now? Drones. Is it right to indirectly kill someone even in war?

<p>Teachers need to retrieve the weapons used from WW1 and how the RAF and</p>	<ul style="list-style-type: none"> • This led to large parts of the BEF being trapped on the northern coast of France near Dunkirk. The Blitzkrieg tactic had worked and a secret mission named Operation Dynamo was set up to rescue British troops. • Hitler issued a halt order and this allowed 338,226 troops to be evacuated from Dunkirk. Churchill used this event as propaganda to boost the morale of the British people, who were suffering due to rationing. • Source work to be completed linking key skills of why the source has been made (German intimidation of France) and own knowledge discussed above. • Was the evacuation a success for Germany or Britain – Germany had forced the British out of continental Europe which allowed them to conquer the rest of France. Germany had also gained British ammunition, tanks, artillery. Britain gained a propaganda victory and rescued 330,000+ troops that allowed them to continue the fight against the Germans. <p>Dunkirk - Why did Hitler issue the halt order?</p> <ul style="list-style-type: none"> • German troops had been fighting for two weeks straight non-stop, Germany had little experience of coastal warfare, they needed time to rest, replace losses and reorganise, supplies were running low and the terrain for tanks was poor around Dunkirk, Goring promised that the Luftwaffe would take out the British. <p>Dunkirk – Triumph or disaster?</p> <ul style="list-style-type: none"> • Teachers to explain that the events of Dunkirk were framed very differently depending on the viewpoint of the person writing/taking the source. • Different perspectives include German, British historian, BBC news from the time, and a Movietone theatre clip. • ‘Dunkirk spirit’ – the British people had stood up to the German Blitzkrieg attack and would continue to fight against the Germans alone. <p>Battle of Britain – What was the Battle of Britain?</p> <ul style="list-style-type: none"> • A battle between the RAF and the Luftwaffe for control of the skies over Britain between June and October 1940. Hitler wanted control of the skies before launching an amphibious attack with the navy and army. 	<ul style="list-style-type: none"> • Should Churchill be remembered through a statue? What are the controversies of statues at the moment? • How is propaganda used now to increase morale in the 21st century? What kind of language did Boris Johnson use during the Coronavirus pandemic/ • Dresden – were the British and Americans right to bomb Dresden as ferociously as they did? What could the moral argument be for both bombing and not bombing Dresden? • Were the British right to use deceitful tactics during their preparations for the D-Day landings?
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<p>Luftwaffe are developments over time from WW1.</p> <p>Teachers should link to the empire topic and how Britain had treated the Indian population during the initial stages of the conquest of India and highlight that little had changed in terms of British attitudes towards the Indian population.</p>	<ul style="list-style-type: none"> Both sides were equipped with the latest aircraft technology, the British having the Spitfire and the Germans having the Messerschmitt. Britain also had radar technology, which allowed them to predict where the Germans would attack from their flight formations and location. The fact that the battle was taking place over Britain gave them an advantage in that the Germans could only fly over Britain for a short amount of time. This, combined with radar, helped Britain gain an advantage over the Germans in the Battle of Britain. <p>Battle of Britain – was the Battle of Britain an important turning point?</p> <ul style="list-style-type: none"> ‘Never was so much, owed by so many, to so few.’ Teacher to explain that the Battle of Britain can be seen as a turning point in the war as this was the first time that the Germans had been halted. If the Battle of Britain had resulted in a German victory, the war could have been different. However, some have argued that the incompetence of Goring, the leader of the Luftwaffe, was the most important reason why the Germans did not win the Battle of Britain. <p>Battle of Britain - How was the Battle to Britain Portrayed?</p> <ul style="list-style-type: none"> Different perspectives of the battle of portrayed through the use of sources from Britain and Germany. It was described as a valiant victory in Britain due to the morale of the country needing a boost after Dunkirk. In Germany it was portrayed as being inconsequential as Germany would win the war anyway. <p>How should Churchill be remembered for his actions during WW2?</p> <ul style="list-style-type: none"> Explain the different religions in India and their roles in the Viceroy governance of India. Muslims supported the declaration of war and the Hindus did not. Explain that the contribution from India towards the war effort was fantastic – 2 million Indians volunteered to serve in the British army. However, some in India sided with the Germans because they believed that this would bring about independence more quickly. The Bengal famine was caused by the scorched earth policy issued by Churchill and the British government. This involved burning all crops in the east of India so the advancing Japanese army could not use them to sustain their soldiers. This led to a mass famine in Bengal. 	
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<p>Teachers should retrieve from the previous lesson and explain that Dresden could be seen as a revenge attack for the bombings during the Blitz and the lives lost in the Blitz.</p>	<ul style="list-style-type: none"> • Churchill refused to send aid to the region, instead insisting that resources be ploughed into the war effort. The final death toll of the famine is estimated at 3/4 million. This was the final nail in the coffin of British colonial rule in India. • The Wavell Plan highlights the distrust between the two religious' groups in the Indian sub-continent and the difficulties this would cause in the partition of India and Pakistan. <p>British spirit - "Their finest hour"- Did Londoners really have a wartime spirit?</p> <ul style="list-style-type: none"> • Explain the significance of the attacks on London and other cities around the UK. The Germans wanted to cause the British to surrender through attacking their civilian population to such an extent that they would surrender. • 'Blitz spirit' – the idea that Britain came together in a time of need in order to ensure that they could fight on in the war and defeat the Germans. Churchill was key to keeping up this idea of the Blitz spirit, devoting time in his speeches to keep the morale of the British people high. St Paul's Cathedral symbolised this defiance in the face of German attack, it was never destroyed in the bombing raids. <p>The Blitz – What was the Blitz and how did it impact Britain?</p> <ul style="list-style-type: none"> • Explain that the Blitz was a coordinated attack by Hitler, using his Luftwaffe (air force) to attack British cities up and down the country to try and break the morale of the British people. Hitler hoped that this would lead to Britain surrendering to Germany without the need for a land invasion. Churchill used rousing speeches to keep up British morale whilst the Blitz was happening. • Primary sources are to be used to explain the reaction of the British to the Blitz – there are both positive and negative perspectives 'The East End won't be able to stand much more of this sort of thing' highlights that Hitler's plan was working and 'What warmth – what courage! What determination' suggests that Hitler's plan was not working. <p>Dresden - Were the British right to bomb Dresden?</p> <ul style="list-style-type: none"> • Britain dropped incendiary bombs on Dresden in Germany, where a lot of the city was made of wooden buildings. Over 70% of the city was destroyed and between 35.000 and 150.000 people were killed. • Dresden had little strategic importance for Britain, it was a place of mass industry or where troops were stationed. Some British pilots 	
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	<p>struggled with the moral argument for the bombings. Others believed that it was proportional revenge for the bombing campaign of the Germans during the Blitz.</p> <ul style="list-style-type: none"> • Sir Arthur Harris was adamant that the British were right to bomb Dresden, and he was the leader of the RAF at the time. <p>D-Day landings – What were the D-Day landings?</p> <ul style="list-style-type: none"> • Operation Overlord is the codename given to the D-Day landings. The Allies (GB, France, USA, Canada) invaded occupied France via Normandy. The USA and British brought the most forces and landed on the codenamed Utah, Omaha, Gold and Sword beaches. • Paratroopers from both USA and Britain were the first to attack during the night, creating confusion in the German ranks. Not all of the landings were successful, however. • By nightfall on the June the 6th 1944 the allies had a foothold on the Normandy beaches and used this as a platform to launch the campaign to free western Europe from Nazi occupation. • Operation Fortitude was the codename given to a plan between the army and secret service to confuse the Germans about the D-Day landings. Operation Fortitude massed inflatable weapons, vehicles and army barracks on the south coast of England, directly across from Calais. Documents were leaked to the Germans hinting that an attack would be forthcoming on Calais. This gave the Allies scope to attack in Normandy and distracted the Germans from the real objective of Operation Overlord. <p><u>Impact on the local area</u></p>	
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