



Feniscowles Primary School

Striving for Excellence

**Why was winning the Battle of Britain in
1940 so important?**

Medium Term Plan - Year 6 Autumn Term

Enquiry: <i>Why was winning the Battle of Britain so important?</i>																						
What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<div><ul style="list-style-type: none">Why Adolf Hitler came to power in Nazi GermanyWhy Britain entered into war with Nazi Germany in 1939Which countries were allies of Britain in the warWhy Nazi Germany invaded and occupied most of Western Europe by 1940Why Britain faced the threat of invasion by Nazi Germany in 1940Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasionThe main events of the Battle of BritainHow and why Britain defeated Nazi Germany in the Battle of BritainThe significance of this victory in terms of the final outcome of the Second World War</div> <div><p>National Curriculum Coverage</p><p>Pupils should be taught about:</p><ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</div>	<div><ul style="list-style-type: none">PhotographsMapsFilmsBooksSpeechesMilitary and government ordersTabular data sets</div> <div><p>Disciplinary thinking skills the pupils will use to understand what they know</p><table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table></div> <div><p>SEND</p><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div><p>Pupils making a good level of progress will:</p><ul style="list-style-type: none">Explain who Adolf Hitler was and why he came to power in Nazi GermanyExplain why Britain entered into war with Nazi Germany in 1939Identify and explain which countries were allies of Britain in the Second World WarExplain how and why Nazi Germany invaded and occupied most of Western Europe by 1940Understand why Britain faced the threat of invasion by Nazi Germany in 1940Reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasionDescribe and explain the main events of the Battle of BritainEvaluate a range of evidence and reach a judgement about how and why Britain defeated Nazi Germany in the Battle of Britain and justify their viewsUnderstand the significance of this victory in terms of the final outcome of the Second World War</div> <div><p>Pupils working at greater depth will also:</p><p>Understand the significance of propaganda during the Battle of Britain and consider whether Nazi Germany actually intended to invade Britain if they were successful in defeating the Royal Air Force</p></div> <div><p>Prior Learning</p><p>Earlier in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p><ul style="list-style-type: none">The most common reasons why tribes, kingdoms, nations and empires invade the territory of other peopleAbout some very significant battles fought by England and Britain such as Trafalgar, Waterloo and HastingsAbout some of the events of the First World War and how life in Britain changed during the conflict</div>
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