



School Radio

Secondary – History

World War II

By Heidi Burke

School Radio 2014

The date	The subject History – World War II		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated/ target groups:	Plenary:	AFL:	Class list:
<p>Discuss possible topics and ideas. Use table/pair talk to formulate ideas. *Template attached.</p>	<p>Level 3 Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. <u>They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.</u></p> <p>Level 4 Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. <u>They identify and describe different ways in which the past has been interpreted.</u> When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms.</p> <p>Level 5 <u>Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies</u> and periods in the context of their developing chronological framework. <u>They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.</u> They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others. <u>They investigate historical problems and issues and begin to ask their own questions. They begin to evaluate sources to establish evidence for particular enquiries.</u> They select and deploy information and make appropriate use of historical terminology to support and structure their work.</p>	<p>Discuss idea's and knowledge so far about WWII, using IWB. Building on this knowledge: Research using ICT and books: In Pairs/groups.</p> <p>Pupils choose a focus point: Anne Frank: Or, more general: What was it like for children in WW2?</p> <p>Gather ideas and formulate key points.</p> <p>In small groups: Using RADIO EQUIPMENT:</p> <ul style="list-style-type: none"> o One group; to present a news programme to be heard in the evening: After Winston Churchill's regular speech. Something uplifting about children and what they can do to help: Interviewing children, discussing how they may have helped make 'ration cakes' for the elderly.. Etc.. o One group; to present a news programme interviewing children and asking them to relate what is happening at the time.. Historical context, descriptions of the destruction of cities.. Etc.. o One group; to present a programme that interviews Anne Frank: Imagining she had escaped and survived: How she was brave and how she was able to survive. o One group; to portray a play about a child who has managed to escape from a building that has been 'bombed'. The child then meets other children and they try to find their way back home. <p>The ideas are endless and can be used as a group, or a whole class activity.</p>	<p>SEN: Provide support where appropriate: Printed words to support accuracy?</p>	<p>Listen to the programmes and identify key historical facts: How realistic are they? Pupils reflect on any audio that best illustrates the experience of WWII.</p>	<p>Whole class learning?</p>	
<p>Table resources: Blank scripts.</p>			<p>Lower ability: As above.</p>	<p>Key question:</p>	<p>CROSS REFERENCE: Level 4 Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. They adapt their spoken language appropriately and use some of the features of standard English vocabulary and grammar. Level 5 Pupils talk and listen confidently in a wide range of contexts, including some that are formal. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussions, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They adapt their spoken language to suit the situation and begin to use standard English in formal situations. SOURCE http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199101/english/ks3/attainment/speaking</p>	
			<p>Middle ability: Some prompting. Key concepts and research discussed. Blank scripts.</p>	<p>What was it like for children? It would have been scary, but also they would need to be brave. So how did they manage this?</p>		
			<p>Higher ability: Independent work with blank scripts, as above.</p>			

Resources, useful links:	NOTES/RESOURCES	
<p>Useful links: http://www.eriding.net/history/world_war_II.shtml</p>	<p>Further topics: http://www.nationalarchives.gov.uk/education/world-war-two.htm</p>	
<p>Further ideas: http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3009087</p>		
<p>Further activities: http://www.teachingideas.co.uk/history/contents_worldwarII.htm</p>		

Ideas and topics to discuss

Name:

Date:

Key points

