

# **MANCHESTER UNITED MUSEUM & TOUR**

## **EDUCATION SESSIONS KEY STAGE 2**



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**HISTORY: THE SECOND  
WORLD WAR.**



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## History: The Second World War FOLLOW-UP LESSONS

**Year group:** KS2

**Time:** 1 hour

**Curriculum area:** History

**Unit of work:** WWII (lesson 1)

### **Learning Objective(s):**

- when and where WWII took place
- about the leaders and key events and dates of the war.

LESSONS TAKEN AND ADAPTED FROM QCA SCHEMES OF WORK.

### **Introduction**

Establish what children already know about the war. Remind them what they learned about this on the trip to Manchester United Museum & Tour.

### **Main activity**

Use their responses, or provide a brief narrative, to introduce key information, including:

- when the war took place;
- the main countries involved;
- why it started (Hitler's invasion of other countries and why Britain tried to stop him);
- how it was fought (invasion of other countries, mass bombings, sinking of ships using submarines);
- the names of leaders (such as Hitler and Churchill);
- the defeat of Germany and Japan by the allied nations.

### **Session plenary**

Use maps to establish why it was a 'world' war and a time line to locate when it happened.

### **NC/NLS references:**

Year 4: Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.

Year 5: Compare the usefulness of techniques such as visualisation, prediction, empathy, in exploring the meaning of texts.

Year 6: Compare how writers from different times and places present experiences and use language.

### **Cross-curricular links:**

Citizenship 1a, 4a – confidence, relationships.

### **Assessment against the learning objective(s):**

**Notes to inform future planning:**



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## History: The Second World War FOLLOW-UP LESSONS

<b>Year group:</b> KS2	<b>Time:</b> 1 -2 hours
<b>Curriculum area:</b> History	<b>Unit of work:</b> WWII (lessons 2 & 3)

### Learning Objective(s):

- the characteristic features of the Blitz and what type of area was most likely to be affected
- to locate where bombing raids took place.

LESSONS TAKEN AND ADAPTED FROM QCA SCHEMES OF WORK.

### Introduction

Explain that 'Blitz' comes from the German word 'blitzkrieg', which means 'lightning war'. It may be possible to show children local evidence of bomb damage, e.g. damaged buildings, derelict land, prefab housing.

Establish what children remember about their session at the Museum – what did they find out about Old Trafford during the Blitz?

### Main activity

Use selected resources, e.g. photographs, a gas mask, to tell the children about the mass bombing of cities.

Discuss why Germany and Britain decided to bomb cities. Use maps, e.g. of London or Manchester, or children's knowledge, to establish the main targets. Discuss what could be done to stop the bombers, e.g. anti-aircraft fire, blackout.

Children will write a short paragraph imagining they are a child living in one of the main industrial areas being targeted. Include details about how they felt, what happened to them, sounds, smells etc.

### Session plenary

Teacher to ask children to suggest key words for how the children at the time must have been feeling – would they really understand? Would they be worried? Discuss.

### NC/NLS references:

Year 4: Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.

Year 5: Compare the usefulness of techniques such as visualisation, prediction, empathy, in exploring the meaning of texts.

Year 6: Compare how writers from different times and places present experiences and use language.

### Cross-curricular links:

Citizenship 1a, 4a – confidence, relationships.

### Assessment against the learning objective(s):

### Notes to inform future planning:



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## History: The Second World War FOLLOW-UP LESSONS

<b>Year group:</b> KS2	<b>Time:</b> 1-2 hours
<b>Curriculum area:</b> History	<b>Unit of work:</b> WWII (lessons 4-5)
<b>Learning Objective(s):</b> <ul style="list-style-type: none"><li>to find out about the experiences and feelings of evacuees, from a wide range of information sources</li><li>to communicate their learning in an organised and structured way, using appropriate terminology.</li></ul>	
<b>LESSONS TAKEN AND ADAPTED FROM QCA SCHEMES OF WORK.</b> <p><b>Introduction</b> Ask children what they think happened to children during this time. Were they simply left with their parents/families? Discuss. Establish that children who lived in major towns and cities were ‘evacuated’ i.e. sent to stay in the countryside until it was safer for them.</p> <p><b>Main activity</b> With the children’s help, produce a list of questions about evacuees. Ask the children to answer the questions using selected sources, e.g. photographs, extracts from novels, oral accounts, letters, memoirs. Ask the children to imagine they are evacuees and to write a letter home or diary extracts. Ask them to consider why they might want to be evacuated and why not, what is happening to them and how they feel about it. Encourage the children to use their knowledge of evacuation and appropriate terms, e.g. billeting officer, host family, evacuation, evacuee. For older children, ask them to consider whether they would include all their true feelings – if not, why not? Would they want their parents to be upset? Discuss.</p> <p><b>Session plenary</b> Teacher will select a few children who have written effectively to read out their work. Discuss. They should establish whether the child’s feelings were well represented, whether the child seemed really happy, whether the parents would be pleased or upset at receiving such a letter. Spend ample time, first in groups and then as a whole class, sharing and explaining ideas.</p>	
<b>NC/NLS references:</b> <p>Year 4: Deduce characters’ reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts. Year 5: Compare the usefulness of techniques such as visualisation, prediction, empathy, in exploring the meaning of texts. Year 6: Compare how writers from different times and places present experiences and use language.</p>	<b>Cross-curricular links:</b> Citizenship 1a, 4a – confidence, relationships.
<b>Assessment against the learning objective(s):</b>	<b>Notes to inform future planning:</b>



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## History: The Second World War FOLLOW-UP LESSONS

<b>Year group:</b> KS2	<b>Time:</b> 1-2 hours
<b>Curriculum area:</b> History	<b>Unit of work:</b> WWII (lessons 6-7)

### Learning Objective(s):

- an overview of how the War affected people's everyday lives
- about the restrictions on people, how they suffered during the War, their courage and resilience.

LESSONS TAKEN AND ADAPTED FROM QCA SCHEMES OF WORK.

### Introduction

Have a look at the Manchester United related sources of information provided. Focus together on the 'Manchester United in WW2' information sheet and discuss the Salford/Manchester Blitz. Each group should also spend time looking at the information relating to footballers in the war.

### Main activity

Discuss how the various groups of people must have felt – how did War affect them? Establish that War had an impact on all normalities of daily life. How do children think this affected their sense of togetherness, their team spirit, their cooperation, tolerance etc.

Create a mind map of all the ways in which War affected the lives of people in Britain. Ensure some time is spent focusing on the footballers/football clubs/football fans. Children should consider:

How were their lives affected?

Were there any positive changes?

Were the changes permanent?

What happened when War was over?

### Session plenary

Ask children for their suggestions. Make a class list. Children will establish that there were many changes to life during the War, many of which were irreversible. Also establish that there were positive changes to community spirit and the role of women in society.

### NC/NLS references:

Year 4: Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.

Year 5: Compare the usefulness of techniques such as visualisation, prediction, empathy, in exploring the meaning of texts.

Year 6: Compare how writers from different times and places present experiences and use language.

### Cross-curricular links:

Citizenship 1a, 4a – confidence, relationships.

### Assessment against the learning objective(s):

### Notes to inform future planning:



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## History: The Second World War FOLLOW-UP LESSONS

Year group: KS2	Time: 1-2 hours
Curriculum area: History	Unit of work: WWII (lessons 8-9)

### Learning Objective(s):

- where and how the local area was affected by WWII
- how to find out about the war in their locality from the recollections of someone who lived through it
- to select information from sources
- to compare the local and national experience.

LESSONS TAKEN AND ADAPTED FROM QCA SCHEMES OF WORK.

### Introduction

Recap, through question and answer, what the children have learned so far about the war's impact on people of the time.

Help the children to devise a list of questions they would ask someone who was a child in the area during the war, e.g. Where did you live? What did you eat? Did you experience bombing or evacuation? How much did you know about what was happening in the war? How did you find out?

### Main activity

Hot-seating. Children will discuss together what things must have been like for the young people at this time. Teacher to choose one child who is a confident speaker and who has a good understanding of the topic. The child will sit at the front of the class, pretending to be child from WWII. The rest of the class will ask them questions, based on the ones established together, about their experiences in the local area. Children should use their knowledge of the impact on the local area to help them to formulate the questions and answers.

### Session plenary

Feedback. What did the children find out about? What else would they like to find out?

### NC/NLS references:

Year 4: Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.

Year 5: Compare the usefulness of techniques such as visualisation, prediction, empathy, in exploring the meaning of texts.

Year 6: Compare how writers from different times and places present experiences and use language.

### Cross-curricular links:

Citizenship 1a, 4a – confidence, relationships.

### Assessment against the learning objective(s):

### Notes to inform future planning:





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