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| • Subject / Curriculum area- History • Class Details- Year 6 | |
| • Day / Date- 17.03.2011 • Length of session- 1 hour | |
| **Prior Learning** | |
| Children have discussed the topic of world war two in quite a lot of detail. They have focussed on areas such as evacuation and rationing. They have also thought about how children in World War 2 would feel during a literacy lesson. In the previous lesson they were talked to by a man who had grown up during world war two and he shared his experiences. They have knowledge of schemes and operations such as dig for victory, make do and mend and the blackout. They have also discussed how social and cultural factors could affect children during ww2. | |
| **Programme of Study / Numeracy / Literacy Framework Addressed** | |
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| **Specific Learning Objectives for the Session** | |
| * To understand the importance of propaganda during WW2 | |
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| **Time** | **a) Introduction** |
|  | * Ask the children what schemes and operations were put in place during WW2 to help win the war or to keep people safe. [Rationing, encouraging people not to waste things, make do and mend, women to go out to work, dig for victory and men to join the army. Blackouts, evacuation, be alert for spies and air raid shelters] * How did the government inform people about these schemes? How was the nation persuaded to follow them? [newspaper articles, radio broadcasts, posters eg. Propaganda] * Define propaganda to the children- information that is spread for the purpose of promoting a cause * What must propaganda be in order to get people to agree with it? [Persuasive] * Show children some propaganda posters…what kinds of tactics are used to make people agree with/ believe them? [scaremongering, threats, incentives] |
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|  | **b) Development** |
|  | * Explain that today we will be making propaganda posters for the strategies put in place during ww2 * They must be persuasive and fit with the time they would have been produced [historical context] * They all need a headline [This can be a pun: play on words] you can use persuasive features we looked at in English eg. Alliteration, rhetorical questions, bias, exaggeration and conditional sentences **no statistics** * Children will create their propaganda posters in the style of WW2 propaganda * They must try and do one for a different scheme to other people to make the display more interesting and they must not copy one which is being shown as an example * These must be finished and they must be good! * A list of things to include will be displayed on the board |
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|  | **c) Conclusion / Plenary** |
|  | * Explain the homework task: Children are to write a diary entry as if they were children in WW2 and they had been caught in an air raid today. They must explain what happened, what they saw, what they heard, how they felt, where they went and when they came out. * Children may use their information they received from Mr Hewitt to help them * They will be given a list of key words to help them |
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| **Specific Learning Outcomes for the Session** | |
| Children will understand what the term propaganda means, how it was used and techniques for successful propaganda. They will have consolidated their knowledge of operations put in place during WW2 for safety and conservation. They will have revised the blitz and empathised with a child in the middle of it during an air raid. | |
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| **Assessment** | |
| Through class discussion during the starter and plenary. The completed posters will demonstrate children's knowledge of the particular scheme they chose. The homework will illustrate whether or not children understand the concept of the blitz and the air raid procedure. | |
| **Resources** (Human/Physical) | |
| Smart board resource  Books  A4 paper  Coloured pencils  Propaganda posters  Pens  Homework sheets | |
| **Risk Assessment** | |
| Children are to sit sensibly on their seats  Ensure no children are playing with items they shouldn’t be eg. Scissors, glue  No children should be playing by the smart board, nor should there be any food or drink present | |