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| • Subject / Curriculum area- History • Class Details- Year 6 | |
| • Day / Date- 11.03.2011 • 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 | |
| **Programme of Study / Numeracy / Literacy Framework Addressed** | |
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| **Specific Learning Objectives for the Session** | |
| * To know what it was like to be a Jewish child in WW2 | |
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| **Time** | **a) Introduction** |
|  | * Briefly discuss the visit from Mr Hewitt which all children should have written up for homework * Ask children whether they think the experience Mr Hewitt had during WW2 would be the same as other children’s * What factors do they think could affect a child’s experience of WW2 and why? (Gender, age, wealthy/poor, where you lived-lead this to the countries people lived in) * If a child mentions religion or being Jewish then lead into development from there, if not ask children if a child’s religion could affect their experience why? Some children may be aware of Jews treatment and the holocaust * Explain that Hitler’s hatred of Jews meant they were **persecuted** during WW2…ask children if they are aware of this? Discussion [Holocaust and concentration camps] * Can anybody think of a famous Jewish child who was alive during WW2… [prompt] ‘What if I told you she wrote a diary? |
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|  | **b) Development** |
|  | * Introduce Anne Frank * Explain her life using a smart board resource and provide children with a timeline to stick in their books. The timeline will include dates which are mentioned in the information and when they see the event that occurred on that date they must write on this information * The smart board resource will explain that she went into hiding, whilst there she wrote a diary, she lived there for two years, it will explain her capture and death and finally how her diary came to be a book * Show children a quote from the Diary of Anne Frank on the board which describes what she packed when she went into hiding * Provide children with a resource sheet which also contains the quote. Children will write three things they would take into hiding with them and give reasons why as if they were a Jewish child in WW2 going to hide from the Nazis in an annexe. LR and SB to check spellings and punctuation as children are working. * Children who have finished will be given a template to write up their neat version in full sentences [for a display] |
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|  | **c) Conclusion / Plenary** |
|  | * Allow some time for children to offer examples of one thing they would take with them into hiding and the explanation as to why * Explain that for homework all children will be given a template in the shape of a suitcase. They must write up a neat version of their lists inside the suitcase with correct spellings and punctuation…they may colour the suit cases in so long as the writing is still clearly visible (pencil crayons only!!!) Some of this work will go on a display |
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| **Specific Learning Outcomes for the Session** | |
| Children will have a better understanding of how children experiences of WW2 could differ and factors which could lead to this. They will have a basic knowledge of who Anne Frank is and her story, some children will have a deeper understanding including knowledge of the holocaust. | |
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| **Assessment** | |
| Assessment will be made mainly through class discussion. By selecting relevant information and positioning this correctly on their timeline their ability to list information chronologically will be shown. The homework will show whether or not they can empathise with Anne Frank and other Jewish children during WW2. | |
| **Resources** (Human/Physical) | |
| Smart board resource  Books  Resource sheets to prompt writing (these will be differentiated)  Suitcase template for neat copies  Pens | |
| **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 | |