

## LENT TERM 2

### History – Year 5/6 - Medium Term Planning – Local History: Wartime Grimsby and Cleethorpes

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p><b>Recap &amp; retrieval</b></p>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>The resort was quickly taken over by the military.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>The resort was quickly taken over by the military.</li> <li>The Grimsby Chums were a British First World War 'Pals' Battalion.</li> </ul>
<p><b>Chronological Understanding</b> <b>Historical Enquiry</b></p> <p><b>LEARNING INTENTION:</b> To know that Grimsby and Cleethorpes changed in appearance during World War One and World War Two.</p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>Accurately recall dates of <b>significant</b> events in history and sequence them (present and prior learning).</li> <li>Compare two <b>different forms of evidence</b> for their suitability.</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>Use and recall dates/ historical terms accurately to describe and sequence events (present and prior learning).</li> <li>Analyse a wide range of evidence in order to justify claims about the past.</li> </ul> <p><b>Aim:</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own</p>	<p><b>Knowledge and Interpretation of History - Legacy</b> <b>Historical Enquiry</b></p> <p><b>LEARNING INTENTION:</b> To know that the 'Pals Battalions' left a legacy on the local communities.</p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>Devise historically valid questions about historical periods.</li> <li>Make links between <b>significant</b> events in history and discuss the influence they have had on our lives today.</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>Explain with increasing detail how significant events in history have influenced our lives today.</li> <li>Devise historical questions about change, cause, similarities, differences, and significance relating to the period studied.</li> </ul> <p><b>Aim:</b> Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between <b>local, regional, national and international</b> history; between cultural, economic, social, political and religious interpretations of the past have been constructed.</p>	<p><b>Knowledge and Interpretation of History</b> <b>Historical Enquiry</b></p> <p><b>LEARNING INTENTION:</b> To know that East Marsh suffered many losses in World War One.</p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>Describe, with some detail, any <b>significant</b> historical events they are studying/have studied and link to evidence.</li> <li>Make informed choices and analyse <b>more than one source of evidence</b> in order to justify claims about the past in a written response.</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>Provide more detailed accounts of historical events they are studying/have studied and link with more than one source of evidence.</li> <li>Bring knowledge gathered from several sources together in a fluent account, giving one or more reasons to support a historical argument.</li> </ul> <p><b>Aim:</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

<p>structured accounts, including written narratives and analyses.</p>	<p><b>military, political, religious and social history;</b> and between short- and long-term timescales.</p>	
<p><b>Key Vocabulary:</b> <b>World War, outbreak, government, military, defence, shipping, cause, consequence</b></p>	<p><b>Key Vocabulary</b> The Somme, battalion, memorial, battle, impact, legacy</p>	<p><b>Key Vocabulary:</b> Cenotaph, losses, impact, cause, consequence</p>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>The outbreak of the war saw local employment disrupted.</li> <li><b>The resort was quickly taken over by the military.</b></li> <li>Women took on jobs which had previously been done by men.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Local house building ceased.</li> <li>About three-quarters of Grimsby's steam fishing vessels were commandeered for minesweeping and other Admiralty purposes – and crewed by local men.</li> <li>Workers not in the armed forces or fishing were employed in government work such as constructing local defences.</li> <li>Every other street lamp was left unlit and more could be put out if necessary.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li><b>The Grimsby Chums were a British First World War 'Pals' Battalion.</b></li> <li>The Division moved to France in January 1916 and first saw action in the battle of the Somme.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Only two of the officers came back unwounded and only 100 men.</li> <li>A memorial was erected in St James' Church, Grimsby, to the memory of the 810 members of the 10th (Service) Battalion who were killed in action or died in service.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li><b>Castle Street had a higher proportion of men die in the First World War than any other street in Grimsby.</b></li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>A total of 23 men from Castle Street died in the First World War.</li> <li>Many of them were young.</li> </ul>

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### History – Year 5/6 - Medium Term Planning – Local History: Wartime Grimsby and Cleethorpes

<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>• The resort was quickly taken over by the military.</li> <li>• The Grimsby Chums were a British First World War 'Pals' Battalion.</li> <li>• Castle Street had a higher proportion of men die in the First World War than any other street in Grimsby.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>• The resort was quickly taken over by the military.</li> <li>• The Grimsby Chums were a British First World War 'Pals' Battalion.</li> <li>• Castle Street had a higher proportion of men die in the First World War than any other street in Grimsby.</li> <li>• A Zeppelin released some bombs in open countryside near Cleethorpes.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>• The resort was quickly taken over by the military.</li> <li>• The Grimsby Chums were a British First World War 'Pals' Battalion.</li> <li>• Castle Street had a higher proportion of men die in the First World War than any other street in Grimsby.</li> <li>• A Zeppelin released some bombs in open countryside near Cleethorpes.</li> <li>• On June 14, 1943, the Germans used a new weapon called butterfly bombs for the first time on Grimsby and Cleethorpes.</li> </ul>
<p><b>Knowledge and Interpretation of History</b> <b>Historical Enquiry</b></p> <p><b>LEARNING INTENTION:</b> To know that Grimsby and Cleethorpes were attacked in World War One.</p> <p><b>Disciplinary Knowledge:</b> <b>Y5:</b></p> <ul style="list-style-type: none"> <li>• Describe, with some detail, any <b>significant</b> historical events they are studying/have studied and link to evidence.</li> <li>• Appreciate how <b>historical artefacts</b> have helped us understand more about British lives</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Provide more detailed accounts of historical events they are studying/have studied and link with more than one source of evidence.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<p><b>Knowledge and Interpretation of History</b> <b>Historical Enquiry</b></p> <p><b>LEARNING INTENTION:</b> To know that butterfly bombs were dropped in air raids on Grimsby.</p> <p><b>Disciplinary Knowledge:</b> <b>Y5:</b></p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a <b>range of sources</b>.</li> <li>• Make informed choices and analyse <b>more than one source of evidence</b> in order to justify claims about the past in a written response.</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Explain why and how our knowledge of the past is constructed from a range of sources.</li> <li>• Bring knowledge gathered from several sources together in a fluent account, giving one or more reasons to support a historical argument.</li> </ul> <p><b>Aim:</b></p>	<p><b>Knowledge and Interpretation of History</b> <b>EXHIBITION WEEK</b></p> <p><b>LEARNING INTENTION:</b> To know that I can demonstrate my historical enquiry skills by presenting an exhibition.</p> <p><b>Disciplinary Knowledge:</b> <b>Y5:</b></p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a <b>range of sources</b>.</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Explain why and how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Aim:</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>

<p><b>Aim:</b> Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between <b>local, regional, national and international history</b>; between cultural, economic, <b>military</b>, political, religious and social history; and between short- and long-term timescales.</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	
<p><b>Key Vocabulary:</b> Zeppelin, attack, bombing, defence, <b>impact</b>, cause, consequence</p>	<p><b>Key Vocabulary:</b> <b>butterfly bomb</b>, air raid, target, defence, impact, cause, consequence</p>	<p><b>Key Vocabulary:</b></p>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Five German Zeppelins headed over Grimsby Docks on Friday 31<sup>st</sup> March 1916.</li> <li>• A Zeppelin released some bombs in open countryside near Cleethorpes.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Three further bombs were dropped.</li> <li>• One hit Sea View Street, a second destroyed the local council offices; while the third scored a direct hit on the Baptist Church Hall.</li> <li>• Of the 84 soldiers in the Church Hall 27 died instantly and 53 were injured, five dying later from their wounds.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Grimsby and Cleethorpes suffered from large numbers of air raids between 1940 and 1943.</li> <li>• On June 14, 1943, the Germans used a new weapon called butterfly bombs for the first time on Grimsby and Cleethorpes.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• A plane machine gunned all the way down Freeman Street and over People's Park.</li> <li>• 37 bombing raids on Grimsby claimed 196 lives.</li> <li>• Grimsby was used as a marker by the Nazis for bombing raids due to the Dock Tower.</li> <li>• Grimsby was a target for the Germans because of its fishing industry.</li> </ul>	
<p><b>Assessment</b> Cumulative quiz. Retrieval practice.</p>		