

The Abbey Hill CURRICULUM



How did we make
do and mend?

Achieving our dreams together





How did we make do and mend?



Key Idea:



In this gripping topic, pupils explore how war transformed everyday life—from rationing, blackouts, and evacuation to bravery on the home front and the horrors of the Holocaust. They learn about key figures like Alan Turing and Winston Churchill, discovering how courage, innovation, and resilience shaped Britain’s wartime experience and its future.

We will:



Co-create a school museum including wartime artefacts like rationed recipes, blackout posters, and write about evacuation stories.

Core Text:



Goodnight Mister Tom
Michelle Magorian



Core Knowledge



1. Germany invaded Poland, leading to war. Adolf Hitler led the Nazis, and Neville Chamberlain was UK Prime Minister.
2. Women took on new jobs, and the Home Guard defended Britain at home, made up of those ineligible for military service.
3. Food was rationed to ensure supplies lasted, and many children were evacuated from industrial areas to safer rural locations.
4. Cities followed blackout rules, covering lights at night to make them harder for enemy planes to target.
5. Nottingham developed Britain’s first ARP network; many bombs were dropped, and scores of people lost their lives.
6. Over six million Jewish people were murdered in the Holocaust due to Nazi persecution, a devastating genocide in history.
7. E&D: Alan Turing was a brilliant mathematician who played a crucial role in breaking the Enigma code during WWII, significantly contributing to the Allied victory
8. Winston Churchill became Prime Minister during the war, and the 1942 Beveridge Report later led to the NHS.

Disciplinary Knowledge



Being a Historian:

Know that changes can have long or short- term consequences and have an effect on large numbers of people or only particular groups.

Know about key changes in the period studied and the effect these had on different groups of people.

Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.

Know they make decisions based on the cultural context of the time and that this may be different from our context.

Know which source of evidence is most appropriate

Know that interpretations of history may be inaccurate and should be analysed and evaluated.

Being a Geographer:







Know the locations of the world’s countries, using maps to focus on the environmental regions, key physical and human features, countries, and major cities of Europe including Russia.

Know and explain key aspects of human geography and how these have changed over time.













Lesson 1: Germany Invades Poland

 Lesson Title	Germany Invades Poland
 Learning Intention	Understand the causes and immediate impact of the invasion of Poland on the start of WWII.
 Key Knowledge	Germany invaded Poland using blitzkrieg tactics, leading to the start of World War II. Adolf Hitler led the Nazis, and Neville Chamberlain was UK Prime Minister.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know that changes can have long or short-term consequences and have an effect on large numbers of people or only particular groups.
 What the Teacher Does	Introduce the concept of blitzkrieg and the events leading to WWII. Use maps to show the geographical impact of the invasion.
 What the Children Do	Create a timeline of the events leading up to the invasion and the immediate aftermath.
 How Lesson Will Be Evidenced	The timeline and a short piece of writing summarizing the significance of the invasion.
 Adaptation Reference	<i>Dual Coding</i> – Use maps and images alongside the timeline to help students visualize the invasion’s impact.









Lesson 2: Neville Chamberlain’s Declaration of War

 Lesson Title	Neville Chamberlain’s Declaration of War
 Learning Intention	Understand Neville Chamberlain's decision to declare war and empathize with the difficult choices he faced.
 Key Knowledge	Neville Chamberlain was UK Prime Minister when the UK declared war on Germany following the invasion of Poland.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know that people make decisions for a variety of reasons, e.g., personal gain, a lack of options.
 What the Teacher Does	Provide background on Chamberlain’s speech and explain the context of the decision to declare war.
 What the Children Do	Put themselves in Neville Chamberlain’s shoes and create their own version of his speech, recording or performing it.
 How Lesson Will Be Evidenced	Recordings or performances of their speeches.
 Adaptation Reference	<i>Relational Approaches</i> – Guide students to empathize with Chamberlain’s position and the pressures of leadership during the crisis.













Lesson 3: The Blitz

 Lesson Title	The Blitz
 Learning Intention	Understand the impact of the Blitz on British cities, especially London.
 Key Knowledge	Cities followed blackout rules, covering lights at night to make them harder for enemy planes to target.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know about key changes in the period studied and the effect these had on different groups of people.
 What the Teacher Does	Explain the tactics of the Blitz and its impact on civilian life. Show videos or photos of the damage to London and other cities.
 What the Children Do	Write a diary entry as a child experiencing the Blitz, describing the sounds, sights, and feelings.
 How Lesson Will Be Evidenced	Diary entries shared in the class museum.
 Adaptation Reference	<i>Preteaching</i> – Provide context on the Blitz before the lesson to help students understand the scale of destruction.









Lesson 4: The Evacuation of Children

 Lesson Title	The Evacuation of Children
 Learning Intention	Understand the reasons for and the process of evacuating children during WWII.
 Key Knowledge	Many children were evacuated from industrial areas to safer rural locations.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know about key changes in the period studied and the effect these had on different groups of people.
 What the Teacher Does	Explain the reasons for evacuation and how Operation Pied Piper was organized. Use stories or letters from children who were evacuated to provide a personal perspective.
 What the Children Do	Write a letter home as if they were an evacuated child, describing their experiences and feelings.
 How Lesson Will Be Evidenced	Letters displayed in the class museum.
 Adaptation Reference	<i>Relational Approaches</i> – Help students empathize with the children's experiences and challenges during evacuation.













Lesson 5: The Role of Women in WWII

 Lesson Title	The Role of Women in WWII
 Learning Intention	Understand how women contributed to the war effort on the home front.
 Key Knowledge	Women took on new jobs, and the Home Guard defended Britain at home, made up of those ineligible for military service.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know that people make decisions for a variety of reasons, e.g., personal gain, a lack of options.
 What the Teacher Does	Discuss the roles women played during WWII, from working in factories to serving in the armed forces.
 What the Children Do	Research and present the role of women in WWII, creating a poster or multimedia presentation.
 How Lesson Will Be Evidenced	Presentations and posters displayed in the class museum.
 Adaptation Reference	<i>Dual Coding</i> – Provide visual examples of women in various roles during WWII to support understanding.









Lesson 6: The Impact of the Blitz in Nottingham

 Lesson Title	The Impact of the Blitz in Nottingham
 Learning Intention	Understand how the Blitz affected Nottingham, particularly through the ARP (Air Raid Precautions) network.
 Key Knowledge	Nottingham developed Britain's first ARP network; many bombs were dropped, and scores of people lost their lives.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know that changes can have long or short-term consequences and have an effect on large numbers of people or only particular groups.
 What the Teacher Does	Present the role of ARP wardens and the damage caused by bombing raids in Nottingham.
 What the Children Do	Create a role-play or presentation about the work of ARP wardens, using real-life accounts where possible.
 How Lesson Will Be Evidenced	Role-play or presentations, displayed in the class museum.
 Adaptation Reference	<i>Chunking</i> – Break the topic into manageable parts, covering the ARP network and the impact of bombing raids separately.













Lesson 7: Winston Churchill and His Leadership

 Lesson Title	Winston Churchill and His Leadership
 Learning Intention	Understand the role of Winston Churchill in British leadership during WWII.
 Key Knowledge	Winston Churchill became Prime Minister during the war, and his leadership was instrumental in Britain's resistance to Nazi invasion.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know that people make decisions for a variety of reasons, e.g., personal gain, a lack of options.
 What the Teacher Does	Provide an overview of Churchill's leadership and significant speeches. Discuss his leadership style and the wartime challenges he faced.
 What the Children Do	Create a presentation or speech as if they were Winston Churchill addressing the nation.
 How Lesson Will Be Evidenced	Speeches and presentations.
 Adaptation Reference	<i>Relational Approaches</i> – Encourage students to consider Churchill's challenges and leadership qualities.

Lesson 8: The NHS and the Beveridge Report

 Lesson Title	The NHS and the Beveridge Report
 Learning Intention	Understand how the Beveridge Report and the establishment of the NHS shaped post-war Britain.
 Key Knowledge	The 1942 Beveridge Report later led to the NHS, providing healthcare for all.
 Disciplinary Knowledge	<i>Being a Historian:</i> Know that changes can have long or short-term consequences and have an effect on large numbers of people or only particular groups.
 What the Teacher Does	Introduce the Beveridge Report and discuss its recommendations, focusing on the creation of the NHS.
 What the Children Do	Create a poster or presentation about the creation of the NHS and its impact on British society.
 How Lesson Will Be Evidenced	Posters and presentations for the class museum.
 Adaptation Reference	<i>Preteaching</i> – Provide background knowledge on the Beveridge Report to help students understand its significance.





Lesson 9: The Holocaust and the Impact of Nazi Persecution

Lesson Title	The Holocaust and the Impact of Nazi Persecution
Learning Intention	Understand the devastating impact of Nazi persecution and the Holocaust during WWII.
Key Knowledge	Over six million Jewish people were murdered in the Holocaust due to Nazi persecution, a devastating genocide in history.
Disciplinary Knowledge	<i>Being a Historian:</i> Know that changes can have long or short-term consequences and have an effect on large numbers of people or only particular groups.
What the Teacher Does	Introduce the Holocaust and discuss the persecution of Jewish people during WWII.
What the Children Do	Write a letter or a journal entry imagining the thoughts and feelings of someone affected by Nazi persecution.
How Lesson Will Be Evidenced	Letters or journal entries for the class museum.
Adaptation Reference	<i>Relational Approaches</i> – Support students in understanding the human impact of these events through empathetic activities.

Lesson 10: Creating a Class Museum - WWII

Lesson Title	Creating a Class Museum – WWII
Learning Intention	To synthesize knowledge from throughout the unit and present it as a collaborative museum display.
Key Knowledge	Review key events and impacts from the unit, including the role of women, the Blitz, the evacuation of children, and the NHS.
Disciplinary Knowledge	<i>Being a Historian:</i> Understand how evidence is used to tell stories about the past and make connections between events and their impacts.
What the Teacher Does	Guide pupils to reflect on and present their learning in creative formats. Provide support in organizing and displaying their evidence for the museum.
What the Children Do	Work in groups to finalize their exhibits, which could include written reports, artistic representations, role plays, and multimedia presentations.
How Lesson Will Be Evidenced	The class museum display, where pupils' work will be presented for others to view.
Adaptation Reference	<i>Chunking</i> – Break the task into manageable parts, ensuring pupils are clear on the museum sections they need to create.





HOW DID WE MAKE DO AND MEND?

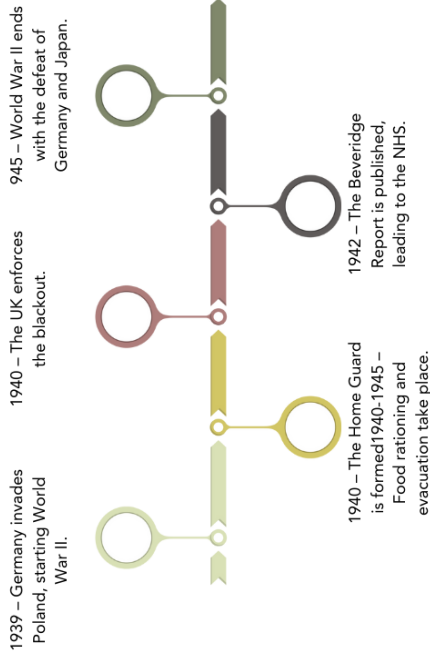
What was life really like during World War II, especially for children? Imagine being evacuated from your home to safer rural areas, far from bombings. Families had to adapt quickly—rationing food, following blackout rules to keep cities safe, and dealing with the loss of so many lives. At the same time, brave mathematicians like Alan Turing helped break secret codes, and women stepped up to take on new roles.



KEY KNOWLEDGE

- Hitler invades Poland, starting World War II. Neville Chamberlain is UK Prime Minister.
- Women took on new jobs, and the Home Guard defended Britain.
- Food was rationed, and children were evacuated to safer areas.
- Cities covered lights at night to protect from enemy planes.
- Nottingham created Britain's first ARP network to protect from air raids.
- Six million Jewish people were murdered in Nazi-occupied Europe.
- Alan Turing helped break the Enigma code, aiding the Allies.
- Churchill became Prime Minister, and the Beveridge Report led to the NHS.

TOPIC TIMELINE



FAMOUS 3



Winston Churchill: Prime Minister during WWII. He had 2 separate spells in office.



Neville Chamberlain: Prime Minister at the start of World War II.



Alan Turing: Mathematician who helped break the Enigma code.



GLOSSARY

- **Rationing:** Limiting food and goods during wartime.
- **Evacuation:** Moving people, especially children, to safer areas.
- **Blackout:** Covering lights at night to protect cities.
- **Holocaust:** The mass murder of six million Jewish people by the Nazis.
- **Enigma:** A German code broken by Alan Turing.
- **ARP (Air Raid Precautions):** Measures to protect people from air raids.



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