

The Abbey Hill CURRICULUM

How did we make
do and mend?

Achieving our dreams together





How did we make do and mend?

6



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:



Open a year 6 Ration Restaurant serving Ration Recipes with our very own Ration Recipe cookbook!

Core Text:



Goodnight Mister Tom
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.



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Lesson 1: Germany Invades Poland

 Section	Details
 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	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.
 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	Dual Coding – Use maps and images alongside the timeline to help students visualize the invasion's impact.

Lesson 2: Neville Chamberlain's Declaration of War

 Section	Details
 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	Being a Historian: 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	Relational Approaches – Guide students to empathize with Chamberlain's position and the pressures of leadership during the crisis.

Lesson 3: The Blitz (in 2 parts)

 Section	Details
 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	Being a Historian: Know about key changes in the period studied and the effect these had on different groups of people.
 What the Teacher Does	Part 1: Begin with Chamberlain's declaration of war and ask, "War is declared – then what?" Use maps, photographs and chronological slides to teach the Phoney War → German advance west → Dunkirk →





	fall of France → Battle of Britain. Model how each development contributes to the newspaper front page WAR IN THE SKY. Part 2: Explain why British cities became targets before exploring what the Blitz meant for the people below. Teach six connected aspects of its impact: attack from above; blackout; taking shelter; destruction; people responding; and life continuing. Use historical photographs and sensory detail to build pupils' understanding before modelling how this knowledge can be communicated visually through charcoal and chalk artwork.
What the Children Do	Part 1: Complete the five sections of a WAR IN THE SKY newspaper front page, explaining in their own words what happened after war was declared: Phoney War; Germany Moves West; Dunkirk; France Falls; War Takes to the Skies. Part 2: Use their historical knowledge to create a Blitz artwork on black paper, using white, grey and yellow/orange chalk with charcoal detail. Their composition communicates all six aspects of the Blitz and its impact on people and cities.
How Lesson Will Be Evidenced	Part 1: Completed WAR IN THE SKY newspaper front page Part 2: Completed Blitz artwork
Adaptation Reference	Part 1: Dual coding through maps, repeated photographs and chronological visuals. Part 2: Frontload historical knowledge before beginning the artwork.

Lesson 4: The Evacuation of Children

Section	Details
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	Being a Historian: 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.
Adaptation Reference	Relational Approaches – Help students empathize with the children's experiences and challenges during evacuation.

Lesson 5: The Impact of the Blitz in Nottingham

Section	Details
Learning Intention	Understand how the Blitz affected Nottingham, particularly through the ARP network.





Key Knowledge	Nottingham developed Britain's first ARP network; many bombs were dropped, and scores of people lost their lives.
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.
What the Teacher Does	Present the role of ARP wardens and the damage caused by bombing raids in Nottingham.
What the Children Do	Create an illustration depicting the impact of The Blitz.
How Lesson Will Be Evidenced	Create an illustration depicting the impact of The Blitz.
Adaptation Reference	Chunking and Resource: scaffold provided for Newspaper.

Lesson 6: The Role of Women in WWII

Section	Details
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	Being a Historian: 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 for display.
Adaptation Reference	Dual Coding – Provide visual examples of women in various roles during WWII to support understanding.

Lesson 7: Winston Churchill and His Leadership

Section	Details
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	Being a Historian: Know that people make decisions for a variety of reasons, e.g., personal gain, a lack of options.
What the Teacher Does	Explore Churchill's wartime leadership through a biographical journey: becoming Prime Minister during the crisis of 1940, galvanising the nation through his leadership and speeches, and working with others at home and abroad. Explore how his wartime leadership shaped public perceptions of him before considering his 1945 election defeat, later return as Prime Minister and enduring legacy.
What the Children Do	Explore key moments in Churchill's wartime and political journey and consider what each reveals about him as a leader. Choose





	words which they believe best describe Churchill's leadership and justify each choice using specific evidence from his actions, speeches, relationships, public reputation and political career.
 How Lesson Will Be Evidenced	Create a visual study of Churchill as a leader. Place Churchill at the centre and surround him with chosen leadership qualities in thought bubbles. Extend each judgement with evidence explaining their choice.
 Adaptation Reference	Relational Approaches – Encourage students to consider Churchill's challenges and leadership qualities.

Lesson 8: The NHS and the Beveridge Report

 Section	Details
 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	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.
 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	Infographic of the NHS
 Adaptation Reference	Preteaching – Provide background knowledge on the Beveridge Report to help students understand its significance.

Lesson 9: The Holocaust and the Impact of Nazi Persecution

 Section	Details
 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	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.
 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	Relational Approaches – Support students in understanding the human impact of these events through empathetic activities.





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.



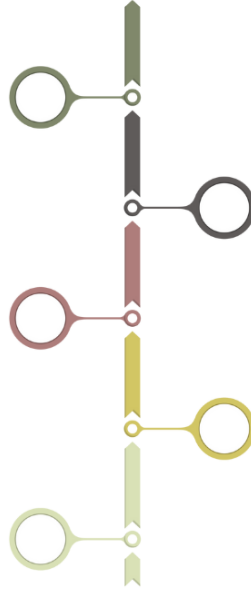
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TOPIC TIMELINE

1939 – Germany invades Poland, starting World War II.

1940 – The UK enforces the blackout.

1945 – World War II ends with the defeat of Germany and Japan.



1940 – The Home Guard is formed 1940-1945 – Food rationing and evacuation take place.

1942 – The Beveridge Report is published, leading to the NHS.

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.

