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| **Year 4** |
| **The impact of World War 2 on Bradford*****Local History*** |
| **Links made with other subjects** | GeographyEnglishArtMusic |
| **The BIG Question** | How did Bradford change during World War 2? |
| **The BIG Outcome** | Children demonstrate the knowledge they have learnt during this unit to create a double page presentation answering the BIG question. This will include: Industry, the night of 31st August, Evacuees, Bevin Boys.  |
| **History objectives**(link to NC)  | * How an aspect of national history is reflected and significant in the locality.
* To develop a chronologically secure knowledge and understanding of British, local and world history.
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Understand how our knowledge of the past is constructed from a range of sources.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | Children already know:* Year 1 – Local History - Jowett cars
* Year 3 – Local History – The wool trade in Bradford
* Year 4 – British History – The Battle of Britain
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:* Year 5 – Local History – Mining
* Year 5 – Geography – Contrasting localities
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| **Historical strands** | Historical enquiry/ skills* Ask and answer question about the topic
* Us a range of sources to find out about the past
* Consider why and how different sources are useful
* Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts, radio
* Primary and secondary sources

Continuity, change, cause and effect* Describe the impact of then on now
* Describe how Bradford changed during this time – industry, workforce, architecture
* Devise historically valid questions about change, cause, similarity and difference and significance

Governance/ Rulership* Conscription

Chronology * Sequence important dates on a timeline using a dated scale
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| **Vocabulary/ Glossary** | World War 2, bomb, industry, evacuees, workforce, factory, machines, conscription, evacuation, blitz, Nazis |
| **Knowledge**(see italics for knowledge to remember) | The knowledge that children will learn and remember:1. The county’s looms were working at full capacity making cloth for uniforms or other war purposes – Lister’s giant mill in Manningham made material for parachutes. Jowett’s in Bradford (link to Year 1) expanded its factory four-fold, many of the new workforce being women. It made aircraft components and other military hardware.
2. In Bradford, most damage was done on the night of 31 August 31 1940, when 120 high explosive bombs fell on the city. Lingard’s department store was destroyed, and 10,000 windows shattered. Although 100 people were injured there was only one fatality. Luckily the audience had just left the Odeon cinema when a bomb landed in the stalls. Another bomb in Tyrrel Street just missed people waiting for a tram.
3. Lives were also lost through planes crashing into houses. Four people were killed when a German bomber hit a row of cottages in Idle.
4. Many Bradford children were evacuated to Nelson in Lancashire or to other West Riding towns like Mirfield and Harrogate. For the Jewish children arriving at a Manningham hostel in 1939, Bradford was itself a place of refuge.
5. One in ten of those conscripted were sent down the pit and became Bevin Boys.
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| **SEND expectations** | 1. The county’s looms were working at full capacity making cloth for uniforms or other war purposes – Lister’s giant mill in Manningham made material for parachutes. Jowett’s in Bradford expanded its factory four-fold, many of the new workforce being women. It made aircraft components and other military hardware.
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