

## Lesson 2 - Learning timelines, events and context of WWII

### Objective:

The aim of this lesson is to better understand key events that took place during World War two, the order they took place and where in the world they took place. The group will have to practise sharing knowledge in groups or using deduction to fill in any blanks in their knowledge. The outcome of this lesson should be an enhanced understanding of the context of WWII.

### Resources:

Time-Line worksheet:

<https://drive.google.com/open?id=1woiRm1yBi-vqHIX8X5zCLS01GH-gcweV>

World Map:

[https://drive.google.com/open?id=1F0g3MU5ssQBSp98uoAMWfjxyhB\\_uW416](https://drive.google.com/open?id=1F0g3MU5ssQBSp98uoAMWfjxyhB_uW416)

### Overview:

In this lesson, the class will be set a task as journalists in the newsroom of the Daily Telegraph by Clare's boss – Arthur Watson.

Watson is preparing an article that outlines key dates from World War two, what happened and where they happened, but they've all been knocked out of order. Your class will need to piece together what order they think events may have happened in. This might be a topic that the class has not touched on before, and each student may have different levels of knowledge around the subject. The lesson is an opportunity for the children to discuss what they know or take educated guesses at anything they don't or to undertake further research. Once each group has reconstructed the timelines then there will be the opportunity to present this across the room in a visual timeline to secure the learning in everyone's minds.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



### Text of the video

*Watson: This article is perfect (someone bumps into Watson) Oh no, my papers, they are everywhere, the intern has knocked my article everywhere and now it is all out of order. What am I going to do Clare?*

*Clare: Don't panic, well I know that in 1939 in Katowice, German tanks invaded Poland.*

*Watson: Great that's a start, that's the first one, but there are six more to go. Perhaps you lot could help us with the rest. In small groups, have a look at all my*

*muddled papers. You'll find a map, some headlines and some dates. All the headlines are about big events during the war.*

*You need to match up the headlines with where they happened in the world and when they happened.*

*Use pins or something sticky to keep them in place.*

*We'll get started over here as well, we'll check back later to see if you got it right!*

You should now pause the video. A worksheet of all the information in 'Arthur Watsons report' is attached as a resource. In preparation for this lesson we would suggest printing off one of these per table, cutting them up and mixing up so they are out of order. A simplified map of the world is also attached as a resource. Once your class has sorted out what happened, when and where, they should now find those locations on the map. Once your class thinks they have the order, unpause the video and Watson will go through the answers so they can see if they were right.

### **Text of the video**

*Watson: Right how did you do team? I've got everything back in order again. Here we go:*

*Number 1 1940 – Evacuation of British troops - Dunkirk, France.*

*Number 2 1941 – The height of the Blitz! - London, United Kingdom*

*Number 3 1942 – General Montgomery wins the battle of El Alamein – Egypt.*

*Number 4 1943 – Russians finally beat the Germans at the battle of Stalingrad - Stalingrad, Russia*

*Number 5 – 1944 – Allied forces launch the D-Day landings – Normandy, France.*

*Number 6 – 1945 – Victory in Europe Day, Germany Surrenders – Berlin, Germany.*

*Now you know it all, as a class why don't you stand up and make a physical time line across the room.*

This final task is a chance for your students to physically see the time-line of what happened in the war spread out across the classroom – if it is helpful you could keep this order pinned up somewhere.

This is the end of the lesson.