



Holly Park Learning Organiser

Y6 Local History Study Holly Park & London in WW2

A study of a site dating from a period beyond 1066 that is significant in the locality.

What was it like to be at Holly Park School during WW2?

Vocabulary

Air raid	an attack by military aircraft in which bombs are dropped
Blitz	The heavy bombing of British cities by German aircraft in 1940 and 1941 is referred to as the Blitz
Blitzkrieg	Translated as 'lightning war'. German quick strike invasion of Western Europe
evacuate	To evacuate someone means to send them to a place of safety
Luftwaffe	the German Air Force
Nazi	a member of the far-right political party in Germany
Rural	places that are far away from large towns or cities
ARP Warden	Air Raid Precaution warden - a person who is responsible for a particular place or thing

What Happened at Holly Park School in WW2?

1939



1940



1941



September 1939 School was closed for duration of war owing to its occupation by ARP authorities.	April 1940 Junior and Infants building available after being closed since beginning of the war. War conditions	May 1940 Mrs Ball granted 3 days leave to evacuate her children.	August 1940 An air raid warning was given at 12.15pm. All clear 1.10pm. All children on premises were taken shelter. After an all night air raid 9.15pm to 3.50am attendance low. Ruling from head office – in the event of the all clear signal being given after 12 midnight school should assemble at 10.30 next morning.	September, October and November 1940 air raids most days.	October 1940 Enemy plane overhead.	November 1940 School closed for one day owing to a landmine in near neighbourhood.	January 1941 Time spent in shelters on one day – two and a half hours.	September 1941 A day's holiday granted in recognition of the school's effort during War Weapons week.	May, June, July 1944 alert warnings sounding up to six times each day, sometimes for only 15 minutes.	August 1944 School reopened only 76 children present owing to evacuation of a large number.
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September 1944 Miss Hale released for evacuation duties for six weeks in Newcastle on Tyne.				
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What will I know at the end of this unit? (Substantive Knowledge)

How London was affected by WW2

The Battle of Britain and the Blitz

These were military campaigns of the Second World War, in which the Royal Air Force (RAF) defended the United Kingdom (UK) against large-scale attacks by Nazi Germany's air force, the Luftwaffe.

1. Hitler sent his Luftwaffe bombers to attack British ports and RAF airfields.
2. During the Blitz – From September 7th the city of London was heavily bombed.
3. Night Bombing – With the failure of daylight bombing raids Hitler began a series of nightly bombing raids on London and other important industrial cities. People kept safe by using air raid sirens, shelters and blackout curtains.

Evacuation:

Many children living in urban areas were moved temporarily from their homes to places considered safer, usually out in rural areas of Britain. The British evacuation began on Friday 1 September 1939. It was called 'Operation Pied Piper'. All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them.

How do we know?

We know about WW2 at Holly Park School through log books that were written by the Headteacher at the time (Primary sources)

What should I already know?

I should know some information about the Home Front and the Front Line in WW2 through my Y6 history work

A WARTIME CHILDHOOD – 4. D DAY TO VICTORY

by John Philpott in Friern Barnet Newsletter – Local history society

My memory of 6 June is standing in the school playground looking up at the 'planes, their wings painted with black and white stripes used from D-day onwards to make them easily distinguishable by allied forces. Soon after D-day V1 attacks ceased as their launch sites were overrun. Then came the V2 rockets, longer range and their launch pads more distant. Unlike the V1 there was no engine noise; the first you heard was the explosion as they struck the ground. As with earlier air raids, it was the east end of London that bore the brunt of the V2's. In the Friern Barnet locality, places where V2's exploded included East Finchley (15 November 1944), Muswell Hill (1 December 1944) and East Barnet (20 January 1945).

News that the war was over in Europe came to my class of Holly Park School during our weekly swimming lesson at Arnos Grove Pool. The children were in the water, our class teacher, Mrs Stanford, and the swimming instructor were sitting at the end of the pool, when a note was handed to the instructor. He read it to us and the announcement was met by silence. "Aren't you going to cheer?", he asked, and we then responded. He said that Mrs Stanford had promised to jump into the water if the news came during the lesson and made as though he would throw her in. He did not, of course, but such horse play among teachers was unheard of in those days. Later, Pat and Bert took David and me to the Mall. I remember little apart from the packed crowd and vendors selling at inflated prices wooden rattles (like small football or ARP wardens rattles.) Bert made us each one of these the following day. Later, there was a street party in Goldsmith Road for the children to celebrate VE, with food set out on trestle tables, a conjuror, and races.

History Skill Progression Year 6 (Disciplinary Knowledge)

Chronological understanding	<p>Can place current study on time line in relation to other studies</p> <p>Can use relevant dates and terms</p> <p>Can sequence events on a time line</p> <p>Can use dates and terms accurately in describing events</p> <p>Can understand the concepts of continuity and change over time, representing them along with evidence on a timeline</p>
<p>Range and depth of historical knowledge</p> <p>An overview of world history</p>	<p>Can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Can compare beliefs and behaviour with another time studied</p> <p>Can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Can give a broad overview of life in Britain in periods studied and some major events from the rest of the world</p> <p>Can describe the social, ethnic, cultural or religious diversity of the past</p>
Investigation and Interpretations of history	<p>Can link sources and work out how conclusions were arrived at</p> <p>Can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Can confidently use the library and internet for research</p>
Historical enquiry	<p>Can recognise primary and secondary sources</p> <p>Can use a range of sources to find out about an aspect of time past</p> <p>Can suggest omissions and the means of finding out</p> <p>Can bring knowledge gathered from several sources together in a fluent account</p> <p>Can make deductions about the past using sources of evidence</p>
Organisation and communication	<p>Can select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Can use appropriate historical vocabulary to communicate: <i>dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy</i></p> <p>Can use original ways to present information and ideas</p> <p>Can communicate my knowledge and understanding using: Discussion, Drawing pictures Drama/role play, Making models Writing ICT</p>









SEND core skills

Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
 - Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

KS2 British History Timeline

							
Pre...	Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW2
BC	43	450	793	1066	1485	1837	1939

Holly Park Key Stage 2 Chronology of events

