

KS2 History: The German Occupation of Jersey 1940-45

A lesson plan for a curriculum visit to: The Occupation Tapestry

Lesson focus: To use the tapestry as a historical source for the German Occupation

Date:

Duration:

Learning Objectives:

- To find out about some of the events of particular periods in the past;
- To discover some of the experiences of men, women and children from particular periods and societies in the past;
- To find out about aspects of the period using a range of sources of information;
- To ask and answer questions relating to historical enquiry;
- To communicate their knowledge and understanding of history in a variety of ways.

More specifically:

- To become familiar with the main events during the German Occupation of Jersey during WWII.

Learning outcomes:

- Children will be able to recall some of the key events/features of the German Occupation.
- Children will be able to appreciate some aspects of what life was like for Islanders during the German Occupation.
- Children will be aware that there are a range of sources that can be used to gather historical evidence.
- Children will be able to communicate to others what they have learnt about the German Occupation.

Resources:

- Clipboards
- Pens/pencils
- Paper or books to write notes in
- Support sheet for note writing
- Occupation Tapestry Information Sheet

The Visit Content: Beginning

- Half class to watch short video about the making of the tapestry.
- Other half of the class to have time to look at the whole tapestry in sequence and then swap.

<p>Task 1: Suitable if the class have limited prior knowledge; Individuals concentrate on 1 or 2 panels and then share back at school.</p> <ul style="list-style-type: none"> ➤ Split class into groups (2s or 3s). ➤ Each group is given a panel (or 2) to look at in detail. ➤ This panel also represents a subject area to do with the Occupation that they need to research. ➤ Pupils will make notes on what they see in the tapestry and its historical importance e.g. what the picture shows and how this relates to the German Occupation. They should use the written information to help. ➤ At school – pupils will carry out further research (using books, Internet, etc) concentrating on the subject matter of that panel (e.g. social life). ➤ The group task is to produce a piece of work to share what they have learnt and discovered with their class mates. This could be in the form of a presentation, leaflet or a video. 	
<p>Task 2: Suitable if class have some prior knowledge; Individuals concentrate on 1 panel and then share with class.</p> <ul style="list-style-type: none"> ➤ Split class into ‘expert’ groups (2s or 3s). ➤ Each group is given a panel to look at in detail. ➤ Explain that they are going to be ‘tour guides’ and will have to show a group of ‘tourists’ (the rest of the class) the tapestry and explain what is happening. ➤ They are to make notes on what they see in the tapestry and its historical importance e.g. what the picture shows and how this relates to the German Occupation. They should use the written information to help. They should be able to explain each section of the panel. ➤ Pupils should look carefully at the details and pick out anything of interest e.g. animals, where the family are standing etc. ➤ ‘Experts’ should also think of some questions to ask the ‘tourists’ about what they can see. ➤ Finally the presentations – the class sit beside each panel to act as a tourists while the ‘expert tour guides’ explain their panels. 	<p>The 12 panels of the tapestry are split into different subject areas. These are:</p> <ol style="list-style-type: none"> 1. Outbreak of War; 2. Occupation; 3. Restrictions; 4. Transport; 5. Everyday Needs; 6. School and Work; 7. Social Life; 8. Government; 9. Sent Overseas; 10. By-Passed; 11. Red-Cross 12. Liberation
<p>Task 3: Individuals look at the tapestry as a whole in more detail.</p> <ul style="list-style-type: none"> ➤ Split the class up so that there are 2/3 pupils looking at 1 panel. ➤ The pupils are to look at the 12 panels as a whole in turn (although not necessarily in order). ➤ For each panel they are to pick out their favourite part and make a note of what it represents. ➤ At school – the pupils could produce their own piece of art with a collection of their favourite parts of the whole tapestry. This can be based upon all 12 panels or a selection of panels. The pupils can use images from the tapestry or from others sourced independently and the resulting work should be the pupil’s own interpretation . They should be able to explain what is happening in their picture. 	

Assessment –

The following things could be looked at/assessed:

- The notes that children make on the panels
- The final piece of work they produce on their subject
- The 'Tour Guide' presentation they give to the 'tourists'
- The piece of art they create

In addition:

- What can children recall about the events and features of the German Occupation?
- Can children appreciate what life was like?

All children must:	Most children should:	Some children could:
be able to make basic notes on some of the historical detail and fact from their panel.	be able to make basic notes on all of the historical detail and fact in their panel.	make detailed notes on all of the historical detail and fact in their panel.
be able to observe sources of information to answer questions about the past based on simple observations.	be able to use sources of information in ways that go beyond simple observations to answer questions about the past	use prior knowledge and observations to answer questions about the past
be able to recount the events and information to an audience in a simple way	be able to present the events and information to an audience in an effective way	present the events and information to an audience in a lively, engaging and effective way
be able to ask (themselves and others) some simple questions to help instigate historical enquiry	be able to ask (themselves and others) a variety of questions, arising from evidence presented, to help instigate historical enquiry	ask (themselves and others) a range of searching questions, arising from evidence presented, to help instigate historical enquiry
be able to recall some of the facts and information	be able to recall most of the facts and information	recall all of the facts and information and some extras

Differentiation:

- Expectations of must, should and could used to differentiate outcomes;
- Mixed ability groups chosen so higher abilities can support.

Support sheets for making notes could be used with a copy of the panel in the middle with text boxes coming off key pictures for notes to be added.