

*L.O. I can question the reliability of sources and understand that interpretations can be questioned.*

World War 2 the story so far...

# WORLD WAR TWO

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h>



Play other videos on page too.

*Your teacher will make a class set of notes about these key events. What should we include?*



What events led to Germany invading Poland?

What caused Britain to declare war on Germany?

Be prepared to share!



**THINK**



**PAIR**

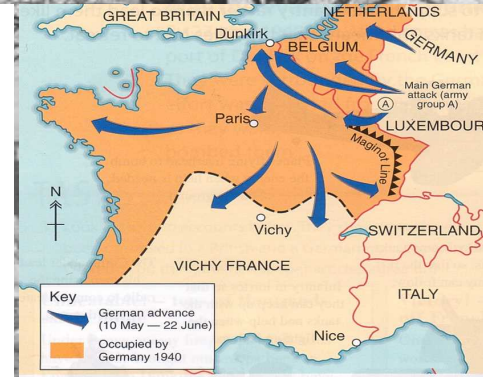


**SHARE**

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What happened next? ...

- In May 1940, Germany invaded France. The French and British armies were quickly overpowered by the German Blitzkrieg.
- Toward the end of May, in a daring rescue attempt, ships from England picked up 300,000 British and French soldiers from the beaches of Dunkirk.
- Britain stood alone against the might of the German war machine. Hitler was surprised that Britain did not surrender like France. He ordered his generals to invade Britain. Their invasion plan was code named Operation Sealion.



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What happened next? ...

British Prime Minister, Winston Churchill, 1940

- In order for the German Blitzkrieg to work, the Luftwaffe had to first destroy the RAF, to prevent it posing a threat to German troops as they landed in Britain.
- The Battle of Britain was the first major battle fought entirely in the air. Hermann Goring's air force began its assault on England in July 1940 with more than twice the 600 aircraft available to the RAF.
- The desperate situation that Britain was in can be summarised by Britain's new Prime Minister, Winston Churchill:

The Battle of France is over. I expect the Battle of Britain is about to begin. The whole fury and might of the enemy must very soon be turned on us. Let us therefore be prepared to do our duty so that, if the British Empire lasts for a thousand years, men will say, 'This was their finest hour'.

(18th June 1940)

Never in the field of human conflict was so much owed by so many to so few.

(20th August 1940)

We shall fight them on the beaches, we shall fight them on the landing grounds, we shall fight them in the field and in the street, we shall fight them in the hills. We shall never surrender.

(3rd June 1940)

[youtube.com/watch?v=G4BVzYGeF0M](https://www.youtube.com/watch?v=G4BVzYGeF0M)



Today you are going to be looking at a range of historical sources and gathering information from them.

Things to consider...

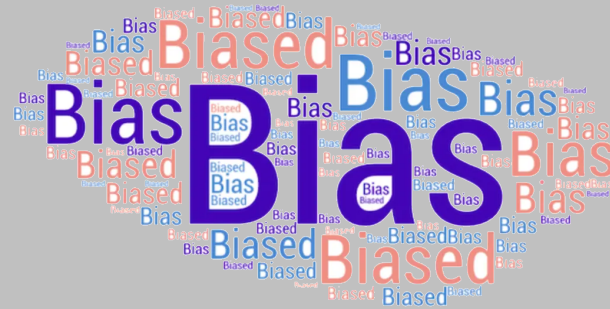


What does this mean?

Have you heard of the website before?  
Can the author be trusted? What are their accreditations?  
How true is this information? Do you believe everything?

Today you are going to be looking at a range of historical sources and gathering information from them.

Things to consider...



What does this mean?

Who is the author? Where are they from?  
Could they be taking sides?  
Why have they produced this resource? What are they trying to gain? Are they trying to influence/persuade?

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Things to consider...

**SIGNIFICANCE**

What does this mean?

Where has this resource come from?

Is it important? Does it make a difference to any other sources you have seen?

How does it impact what you've already found out?

Today you are going to be looking at a range of historical sources and gathering information from them.

Things to consider...

interpretation

What does  
this mean?

What do you understand from a source?  
Would this be the same for every person?  
Think about what someone else might gain from a resource? Could this be different? How? Why?



# HOW TO SPOT FAKE NEWS



**CONSIDER THE SOURCE**  
Click away from the story to investigate the site, its mission and its contact info.

**READ BEYOND**  
Headlines can be outrageous in an effort to get clicks. What's the whole story?

**CHECK THE AUTHOR**  
Do a quick search on the author. Are they credible? Are they real?

**SUPPORTING SOURCES?**  
Click on those links. Determine if the info given actually supports the story.

**CHECK THE DATE**  
Reposting old news stories doesn't mean they're relevant to current events.


**IS IT A JOKE?**  
If it is too outlandish, it might be satire. Research the site and author to be sure.

**CHECK YOUR BIASES**  
Consider if your own beliefs could affect your judgement.

**ASK THE EXPERTS**  
Ask a librarian, or consult a fact-checking site.

**IFLA**  
International Federation of Library Associations and Institutions

<b>who</b>	<b>Who said it?</b> Someone you know? Someone famous? Someone in authority? Should it matter who said it?
<b>what</b>	<b>What did they say?</b> Did they give facts or opinions? Did they give all the facts? Did they leave something out?
<b>where</b>	<b>Where did they say it?</b> Was it in public or in private? Did other people have a chance to talk about the other side?
<b>when</b>	<b>When did they say it?</b> Before, after, or during an important event?
<b>why</b>	<b>Why did they say it?</b> Did they explain their opinions? Were they trying to make someone look good or bad?
<b>how</b>	<b>How did they say it?</b> Were they happy, sad, angry, or didn't care? Did they write it or speak it? Could you understand it?



**think**  
*critically*

## Model.

How do we gather information from sources?

What can you learn from this source?

Where is the source from? Is it reliable? How do you know?



Above Bar Street after the Blitz.

During the Southampton Blitz, 631 people lost their lives. 898 people were seriously hurt and 979 more were injured.

*L.O. I can question the reliability of sources and understand that interpretations can be questioned.*

You are historical investigators.

You have your own sources to interpret now. Make sure you do this **thoroughly** and use your knowledge of analysing sources



*Source, reliability, bias, significance, hidden meaning*

Annotate your picture and make some historical findings using what you can see.

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**THINK:**

Southampton during the War?

What does it tell you about the people of Southampton during this time?

What impact did the war have on Southampton?

Refer to the source and use the new vocabulary from this lesson in your responses.



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Work with me.



What I know from and about the source...

I can see...