

#WeAreHistorians

Unit of Learning

Year 6

Autumn

World War 2

Overview

Children learn about the rise of the Nazi Party in Germany and their leader, Adolf Hitler. They explore how and why war was declared at this time, and the impact it had on the lives of those living in Britain.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes in Britain from Stone Age to Iron Age
- ❖ The Roman Empire and its impact on Britain
- ❖ Britain's settlement by the Anglo-Saxons and Scots
- ❖ The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor
- ❖ A local history study
- ❖ An aspect of theme in British History that extends chronological knowledge beyond 1066
- ❖ The achievements of the earliest civilisations
- ❖ The life, achievements and impact on the western world of the Ancient Greeks

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Continue to develop chronologically secure knowledge of history and represent ❖ Establish clear narratives within and across periods studied ❖ Note connections, contrasts and trends over time using accurate terminology 	<ul style="list-style-type: none"> ❖ Regularly address and sometimes devise historically valid questions ❖ Understand how knowledge of the past is constructed from a range of sources ❖ Construct informed responses by selecting and organising relevant historical information ❖ Describe how some changes impact long term on today's society 	<ul style="list-style-type: none"> ❖ Understand that different versions of the past may exist, giving some reasons for this ❖ Evaluate the usefulness of the source understanding bias and propaganda ❖ Form own opinions from a range of sources ❖ Select the most appropriate source for a task 	<ul style="list-style-type: none"> ❖ Describe and make links between main events, situations and changes within and across different periods/societies ❖ Explore longer term impact of these changes 	<ul style="list-style-type: none"> ❖ Identify and give evidenced reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> ❖ Describe, give evidence and draw reasons for, social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> ❖ identify historically significant people and events in situations ❖ Explain why they are significant detailing reasons ❖ Describe the legacy of these people and in detail ❖ Say why they are inspired by them (or not) and how this learning has changed them as a person

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://encyclopedia.ushmm.org/content/en/timeline-event/holocaust/before-1933/hitler-campaign-speech>

<https://www.bl.uk/collection-items/chamberlain-announces-war-with-germany-1939>

<https://www.ushmm.org/remember/holocaust-survivors/first-person-conversations-with-survivors/first-person/gerald-liebenau-memories-of-kristallnacht>

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/extending-the-bbc-website-on-eric-the-evacuee/>

Key Knowledge - End Points

- ❖ To know WW2 took place 1939-1945, why it started and who led each side
- ❖ To know who the Allies and Axis were
- ❖ To understand how conscription changed the shape of society (men, women and children)
- ❖ To know what impact the Blitz had on London
- ❖ To know what happened at D Day and the impact on lives going forward

Unit Vocabulary


allies	rationing
atomic bomb	air-raid
axis	blackout
evacuation	Blitz
Nazi Party	fascism
persecution	propaganda
genocide	

Lesson Sequence

To know where Germany is and why it is historically significant	To know how Nazi Germany began and how Hitler became its leader	To know who the Allies and Axis were and how this came to be	To understand how WWII began	To understand how conscription and evacuation impacted society in the UK	To know how the Blitz and the events of D Day impacted lives going forward
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Suggested Retrieval Task



Explain in your own words what the difference between a primary and secondary source is	What civilisation does each image represent from our prior learning? What could they have in common?	Who was Boudicca and what was she remembered for?	Why was mummification important to the Ancient Egyptians?	What impact did the miners' strike have on people in the North East?	Give three causes for the outbreak of WWII
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Activity

Create a fact file about Germany using the following subheadings as a guide - Where is Germany? Modern Germany. Why is Germany Historically Significant?	Use sources to create timeline of key events that led to Hitler rising to power Specific focus on hyper-inflation and how this impacted	Sources used to help craft explanation of Hitler's aims to expand Germany (and why), who stood with him and who stood in opposition (and what they did)	Explore events that led to official declaration of war and describe cause and effect to show the causes of WWII	Roleplay cards for both soldiers conscripted and children evacuated used to show wide range of experiences Discuss and explain the pros and cons of each and consider why experiences differed so much	Write description of what Blitz was and what happened in UK at this time Compare this to events of D Day - why are each of these thought to have had such an impact?
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Assessment

Research used to give appropriate answers to each heading	Key events listed in chronological order and accurate explanation of key terms given	Clear understanding of the Allies and Axis shown in books	Discussion of causes of WWII clearly established within writing	Reasons given both for and against evacuation and conscription	Understanding of what each of these events are clear in books, as well as some discussion of their impact thereafter
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