#WeAreHistorians

Unit of Learning	Year 6	Spring	World War Two

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

Chronological Knowledge and Understanding	Historical Enquiry	Interpretations of History	Continuity and Change	Cause and Consequence	Similarities and Differences	Historical Significance
• 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	• 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	• 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	• Describe and make links between main events, situations and changes within and across different periods/societies • Explore longer term impact of these changes	• Identify and give evidenced reasons for, results of, historical events, situations, changes	• Describe, give evidence and draw reasons for, social, cultural, religious and ethnic diversity in Britain & the wider world	• 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



Why 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	genocide
axis	rationing
atomic bomb	air-raid
evacuation	persecution
Nazi Party	propaganda

Lesson Sequence					
To know how and why World War Two began	To understand how the Blitz affected daily life	To explore what it would be like to be evacuated	To know what rationing was and why it was needed	To discover how war changed job roles and responsibilities	To explain how World War Two changed the lives of people in Britain
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
Activity					
Create timeline of events leading up to the beginning of WW2. Examine war-time posters and Chamberlain's declaration of war. Discuss why Britain joined.	Discuss photos and eyewitness accounts of Blitz bombings. Write around the image what had happened here, how people must have felt and how this would change daily life. Consider what might have been the hardest part of living through the Blitz.	Explore sources on evacuees and compare city life and country life. Challenge to pick only 6 items to pack into their suitcases if they were evacuated, Write a letter home to those left behind in the role of an evacuated child.	Look at ration books and daily allowances. Attempt to meal plan for a day using the allotted food - is it easy? Craft answers to questions of why rationing was needed and was it fair.	As a class, look at jobs popular before the war. Then look at wartime roles (inc. factory worker, Land Girl, ARP warden, soldier, nurse). Analyse and discuss recruitment posters aimed at women - how was this different from the norm?	Sort evidence into appropriate categories for change (Blitz, evacuation, rationing, work and roles). Together come up with main examples of how life changed due to the war. Sort into most to least significant (diamond 9).
Assessment					
Appropriately organised timeline of events	Understanding of how Blitz would impact daily life shown	Knowledge of realities of evacuation and appropriate choices made in role	Clear explanantion of what rationing was and why it was used	Understanding of how women took up new roles in wartime and why	Justify choices about the most to least significant changes to people in Britain