

Y6 - World War 2

Inspiration

Culture, Creativity

Partnership with parents

Place and belonging – How the war affected us locally.

Key Questions

- What were the key events during WW2?
- Why did WW2 begin?
- How did the war commence and end?
- Who were the main war leaders and how effective were they?
- What was the Blitz and why was it such a major event during the war?
- Why were children sent to the country?
- What was it like to go to school during the war?
- Explain what the similarities and differences are between a wartime home and homes today?
- Why was food rationed?
- What is the battle of Britain and what was its significance?

Skill Development

- Evidence is selected and investigated and there are some good example sf conclusions that have been deduced from its scrutiny.
- Suitable evidence is suggested and explored with some reasons for its suitability explained.
- Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.
- A growing range of evidence is sought and explored in formulating and justifying claims about the past.
- The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.
- A number of sources of evidence are sought out.
- There are good examples of refinements to a line of enquiry with reasons given for the refinements.
- Key themes are compared and areas of continuity and change are identified and described.
- There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.
- Time periods are selected and compared, with interesting detail given.
- Descriptions of the past involve a number of aspects.
- Generally the characteristic features of the past, from a range of perspectives, are described.
- Changes within a time period are chronicled in a logical and interesting way.
- There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.
- There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on annotated timeline.
- Dates and terms are generally used to describe events.
- Generally, appropriate historical language is used.

By the end of this unit, children will be able to:

Content Concepts

- Trade and labour
- Conflict
- Leadership
- Invasion

Procedural Concepts

- Causation
- Change and continuity
- Chronology
- Significance
- Evidence and historical enquiry.

Also covered in:

Y3 – Invasion - Anglo Saxons, Scots and Romans
Y4 – Invasion - Anglo Saxons and Vikings

Knowledge Key timeline events

- September 1st 1939 Germany invades Poland. World War II begins. Neville Chamberlain is the British prime minister.
- September 3rd 1939 Britain and France declare war on Germany.
- September 1939- In Britain evacuation begins
- 1940- Winston Churchill becomes prime minister
- July 1940- The Battle of Britain begins, with attacks by the German Luftwaffe on Britain.
- September 1940- The London Blitz begins
- May 1945- Churchill announces VE day.
- After World War One ended in 1918, Germany had to give up land and was banned from having armed forces. Their new leader, Hitler promised to make his country great again and quickly began to arm Germany again and began to seize land from other countries. On Friday 1st September 1939, German forces stormed the Polish frontier.
- The Second World War was started by Germany in an unprovoked attack on Poland. Britain and France declared war on Germany after Hitler had refused to abort his invasion of Poland.
- Neville Chamberlain was the prime minister of Britain at the start of WW2 in September 1939. He soon resigned and Winston Churchill took over.
- Hitler was the German leader.
- World War 2 was the first war in which mass air attacks were made on towns and cities. In 1940 German planes began to raid on British cities to force Britain to surrender. These attacks from the air became known as the Blitz.
- Air raids were when enemy planes flew in the sky at night. When sirens sounded the air raid warning people hurried into shelters. People had Anderson shelters in their gardens and Morrison shelters in their homes.
- To help prevent the Germans from seeing where the towns were, a blackout was rigorously enforced after darkness. This meant that all sources of light had to be blacked out.
- Schools stayed open during the Blitz. They practised air raid drills.
- The government evacuated children and mothers away from cities that would be targeted by enemy planes. They left via trains to the country. Each child wore a name tag and carried a bag of clothes and a gas mask in a cardboard box. They were known as evacuees.
- Britain was called the 'Home Front', because people felt that they were part of the war. The war effected everyone whether they were on the front line (in Europe) or on the home front (back in Britain).
- Not everyone went to fight, but everyone helped in the 'war effort' in some way or other.
- The war meant that many things were limited. Posters were created stressing the need to stop waste and unnecessary consumption, for the recycling of scarce materials, and for boosting food production from gardens and allotments.
- To make the British weak, the Germans tried to cut off supplies of food and other goods. German submarines attacked many of the ships that brought food to Britain. Because of this rationing was introduced to ensure everyone had a fair share of items that were hard to get hold of during the war.
- In May 1945 Germany surrendered
- VE Day – Victory in Europe celebrates the end of the Second World War. People had street parties to celebrate all over Britain.



Topic Specific Vocabulary Britain, Germany, Adolf Hitler , Neville Chamberlain, Winston Churchill, Poland, axis powers, Evacuation, Battle of Britain, The Blitz, London, Luftwaffe , Anderson shelter, Morrison shelter, blackout, gas masks, rationing, homefront, propaganda poster, VE day.	NC Subject content Aspect or theme that extends pupils knowledge beyond 1066
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Subject Specific/Academic Vocabulary: This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
Categories ,Identified , Involved, Major , Occur, Period Relevant	Assume, Economic, Impact, Interpretation , Labour, Obtained , Significant ,Source	Export , Imply , Justify , Locate	Affect, Analyse , Deduce , Valid

We are historians/Being a historian/I am a historian

- Take part in an evacuation trip to the country to experience what it was like for children
- Write a safety guide to explain how to stay safe during the Blitz using different sources (links to literacy)
- End of war VE party

Pill boxes – Tees Archaeology website

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