



Holly Park Learning Organiser

Year 6 - History



WW2: How did the conflict affect society?

History Thread & Prior Knowledge: Empires, Wars & Invasions

Florence Nightingale, The Roman Empire, The Vikings, The Tudors, Ancient Greece, The Victorians

Key Vocabulary

Invasion	To try and take over a place by force
Evacuate	To evacuate someone means to send them to a place of safety
Military	The armed forces (army, navy, RAF)
Rationing	The system for limiting resources - food, water, petrol, materials
Reparations	Money payments that Germany were expected to pay after WW2
Campaign	A planned set of activities that people carry out over a period of time
Propaganda	Information (often biased) used to promote a political cause or point of view.
Air-raid	An attack by military aircraft where bombs are dropped
Blitz	The sustained, heavy bombing of British cities by German aircraft from 1940 to 1941
Allies	Another country with which you have an agreement to support each other
Axis	The countries that fought along with Germany

Key Points

What?	A global war that was fought mainly in Europe
When?	1939-1945
Who?	Mainly Allies (GB, France, Russia) and Axis (Germany, Japan, Italy)
Why?	Germany invaded Poland in 1939
And?	It had a devastating, long-lasting affect and millions lost their lives.

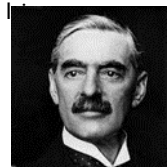
Essential Knowledge:

National Curriculum Link: A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066

- **What led to the start of the war?** A brief synopsis of WWI and how Germany were treated. Reparations as a result of the Treaty of Versailles. The rise of the Nazi party. German invasion of Poland.
- **How was the war fought?** The Battle of Britain and The Blitz. Fighting on the ground and in the air. Spying. Military machinery and weapons.
- **What was the impact on British life?** Rationing, procedures during air-raids, evacuations.
- **What was the role of women during the war?** How their lives changed and why that was significant? Look at the various organisations.
- **What were the key events of the war?** Look at significant events and when they happened to enable children to have chronological understanding. Consider cause and affect.
- **Who were the allies and axis?** Learn about countries that fought alongside and against each other. Some countries switched sides, some remained neutral. The USA joined later on.
- **How did the government try to control peoples' attitudes and views?** Study of propaganda materials and if they were effective.
- **How and why did the war end?** Study events that lead to the end of the war and consider the implications. The lasting impact on individual peoples' lives and society in

Key People

Neville Chamberlain



Winston Churchill



Adolf Hitler



Franklin Roosevelt



Josef Stalin



Noor Khan

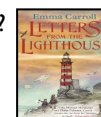


Tuskegee Airmen



Cross Curricular Links

- Geography - link to unit: Where did the influential battles of WW2 take place?
- Writing - recount of events of a child in London in English lessons
- PSHE—conflict resolution.
- Debate: Is war ever justified?



What led to the start of the war?

At the end of the First World War, the Treaty of Versailles (1919) was agreed with Germany having to accept full blame for the war and being forced to pay reparations to America, Britain and France as well as agree to cut its army. It was only allowed to have 100,000 soldiers, no tanks and no air force. Their navy could only have 6 battleships. By the 1920's, Germany became more and more unhappy with the terms of the Treaty. Adolf Hitler's and his Nazi party promised change and on 19th August 1934, Hitler was made Germany's Fuhrer.



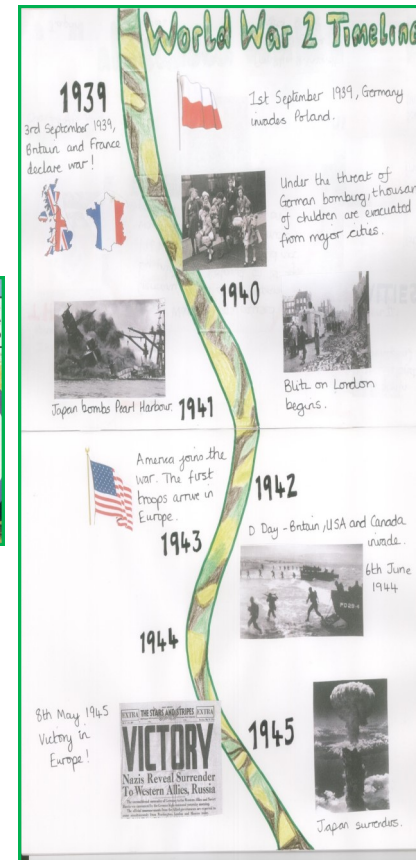
What was the role of women during the war?

From spring 1941, every woman in Britain aged 18-60 had to be registered, and their family occupations were recorded. Each was interviewed, and required to choose from a range of jobs, although it was emphasised that women would not be required to 'bear arms'. Women joined or were assigned to various organisations including: The Land Army, The Auxiliary Territorial Service, The Women's Auxiliary Air Force, The Women's Royal Naval Service. Women also worked in factories and on infrastructure projects - women built London's Waterloo bridge!

How was the war fought?

The Battle of Britain and the Blitz: These were military campaigns of the Second World War, in which the Royal Air Force (RAF) defended the United Kingdom (UK) against large-scale attacks by Nazi Germany's air force, the Luftwaffe. Hitler sent his Luftwaffe bombers to attack British ports and RAF airfields. During the Blitz – From September 7th the city of London was heavily bombed. Night Bombing – With the failure of daylight bombing raids Hitler began a series of nightly bombing raids on London and other important industrial cities. People kept safe by using air raid sirens, shelters and blackout curtains.

Spies: Noor Khan was a British Spy who went to spy on the Gestapo in occupied France. She escaped arrest twice and eventually died in a concentration camp in 1944. She was awarded the George Cross for bravery in 1949. Learn about the code breaking operation at Bletchley Park.



What was the impact on British life?

Rationing: As part of their campaign, Nazi Germans tried to cut off supplies of food and other goods coming to Britain by attacking many of the ships that brought food to Britain. This meant that there was less food for the people - whatever food was grown, produced or managed to enter Britain was rationed - people used a Ration Book during this time. Clothing was also rationed and people were encouraged to 'make do and mend'.

Evacuations: Many children living in urban areas were moved temporarily from their homes to places considered safer, usually out in rural areas of Britain. The British evacuation began on Friday 1 September 1939. It was called 'Operation Pied Piper'. All evacuees had to take their gas mask, ration book and identity card. When they reached their

How did the government try to control peoples' attitudes and views?

The British government formed The Ministry of Information. They produced posters and films as propaganda; information that changed how the public viewed the war and encouraged them to continue with the war effort. Propaganda was also used to tell people what they needed to know to understand the war. That might be by telling people to wear visible clothing during black out or it might be by warning people against things that were bad for the war. Like bringing children home from evacuation.

1st September 1939: Hitler invades Poland. Evacuation begins	3rd September 1939: Britain (Neville Chamberlain) declares war on Nazi Germany	January 1940: Rationing begins	May 1940: Neville Chamberlain resigns and Winston Churchill becomes Prime Minister	July 1940: The Battle of Britain begins	September 1940: The Blitz begins.	October 1940: The Battle of Britain ends.	30th April 1945: Hitler dies.	4th May 1945: Nazi Germany surrenders	8th May 1945: VE day	March 1946: Evacuation officially ends.	1954: Rationing officially ends.
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Year 6 History Skills Progression—Disciplinary Knowledge

Chronological understanding What were the key events of the war?	Can place current study on time line in relation to other studies Can use relevant dates and terms Can sequence events on a time line
Range and depth of historical knowledge An overview of world history What were the key events of the war? What was the impact on British life?	Can compare beliefs and behaviour with another time studied Know key dates, characters and events of time studied Can give a broad overview of life in Britain in periods studied and some major events from the rest of the world
Investigation and Interpretations of history How was the war fought? (Analysis of primary sources)	Can consider ways of checking the accuracy of interpretations – fact or fiction and opinion Can confidently use the library and internet for research
Historical enquiry How did the government try to control peoples' attitudes and views? What was the role of women during the war?	Can recognise primary and secondary sources Can use a range of sources to find out about an aspect of time past Can make deductions about the past using sources of evidence
Organisation and communication Various	Can select and organise information to produce structured work, making appropriate use of dates and terms. Can communicate my knowledge and understanding using: Discussion, Drawing pictures Drama/role play, Making models Writing ICT

Send Concepts and Understanding:

- A war is when countries/people disagree and fight with one another????
- During the war, some children had to move from cities to the country so they would be safe??
- Britain was at war with Germany????

SEND core skills:

Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.

Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Possible Adapted learning for SEND & EAL:

<https://www.theatlantic.com/photo/2016/05/london-duringthe-blitz-then-and-nowphotographs/481851/> These are modern photos from London overlaid with war damage from the same perspective.

Read a Sensory Story about World War Two. Talk about the pictures and the different things you can see within them

<https://www.youtube.com/watch?v=OJ3byLgA6mM> Watch the 2 minute video of War Horse made with a shadow puppet. Make a shadow puppet with a moving part. Use your class projector to make it work.

How does the shadow puppet move on the screen?