

WORLD WAR 2

YEAR 5/6: AUTUMN 1

What was the impact of World War 2 on the people of Britain?

COVERAGE: What was the impact of World War 2 on the people of Britain?

The children will investigate the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make inferences and deductions about a photograph.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy and reliability of sources.
- Describe the impact WW2 had on women's lives.

KEY LANGUAGE AND VOCABULARY:

accuracy

air raid

Battle of Britain

bias, The Blitz

evacuation

evacuee, impact

propaganda

purpose

reliability

KNOWLEDGE AND FACT SHEET

Year 6 - What was the impact of World War 2 on the people of Britain?

Source	Assessment	Conclusion
Evacuation Day	An assessment of whether a source is likely to be correct or complete.	The evidence for Hitler's plan to invade Britain by sea.
Evacuation Day	A picture of a person or group in an unfamiliar way.	Information given and that may not be accurate about the evacuation of children.
Evacuation Day	The meaning of a person or group in an unfamiliar way.	The evidence of how evacuees are treated in the country.
The Blitz	The evidence of a person or group in an unfamiliar way.	The evidence of how evacuees are treated in the country.
The Blitz	The evidence of a person or group in an unfamiliar way.	The evidence of how evacuees are treated in the country.
The Blitz	The evidence of a person or group in an unfamiliar way.	The evidence of how evacuees are treated in the country.

Timeline of World War 2

1939: September 1st - Invasion of Poland
September 3rd - Britain and France declare war on Germany
1940: May 10th - Invasion of France
June 4th - Battle of Britain begins
September 1st - Evacuation of children begins
1941: May 1st - The Blitz begins
June 6th - D-Day
1945: May 7th - V-E Day
September 2nd - V-J Day

Evacuation

Evacuation took place in 1939. It was the process of moving children from urban areas to rural areas. The children were sent to live with families in the countryside. The children were sent to live with families in the countryside. The children were sent to live with families in the countryside.

Impact of WW2 on women's lives

During WW2, women had to work in factories and offices. They were responsible for the production of war materials. They were responsible for the production of war materials. They were responsible for the production of war materials.

KEY QUESTIONS:

1. Why did Britain go to war in 1939?
2. Who won the Battle of Britain?
3. Britain?
4. What do sources tell us about the Blitz?
5. What was evacuation like for children? (Part 1)
6. What was evacuation like for children? (Part 2)
7. What impact did WW2 have on women's lives?
8. Why did people migrate to Britain during and after World War 2?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To understand that historical periods have characteristics that distinguish them.
- To understand how to work out durations of periods and events.
- To understand how to represent a scale on a timeline.
- To understand how to create their own timeline selecting significant events.
- To know that change can be brought about by conflict. To know that members of society standing up for their rights can be the cause of change.
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.
- To understand the process of democracy and parliament in Britain.
- To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups coming to Britain over time.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To understand the changing role of women and men in Britain.
- To understand that there are differences between early and later civilisations.
- To know that trade routes from Britain expanded across the world.

- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that the methods of trading developed from in person to boats, trains and planes.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To know that new and sophisticated technologies were advanced which allowed cities to develop.
- To understand the impact of war on local communities.
- To know some of the impacts of war on daily lives.

Skills

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Comparing and making connections between different contexts in the past.
- Making links between events and changes within and across different time periods / societies.
- Identifying the reasons for changes and continuity.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- Analysing and presenting the reasons for changes and continuity.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.
- Suggesting the evidence needed to carry out the enquiry.
- Identifying methods to use to carry out the research.

- Asking historical questions of increasing difficulty e.g. who governed, how and with what results?
- Creating a hypothesis to base an enquiry on.
- Asking questions about the interpretations, viewpoints and perspectives held by others.
- Using different sources to make and substantiate historical claims.
- Developing an awareness of the variety of historical evidence in different periods of time.
- Distinguishing between fact and opinion.
- Recognising 'gaps' in evidence.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.
- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as well as indicting simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.

ENRICHMENT:

The children will be visited by The History Man to discuss the impact of WW2 on people's lives and also investigate artefacts from the time.

The children may also go to a WW2 Evacuee trip and experience at Winchcombe.

Previous Learning:

The children in Year 5 will have studied The Romans, Anglo Saxons and The Tudors.

The children in Year 6 will have covered The Mayans, The Victorians and the Ancient Greek.

Future Learning:

The children will move onto The Vikings and the study of key people across the world who have affected our history.

School Drivers to Examine

Children will look at:

- **Culture and Diversity** = how did the movement of people in and out of the UK in WW2 change our culture and diversity forever?

- **Power and Economy** = what impact did the economy have on WW2 and how did it affect the UK after the war ended? How did this shift the power in the world?
- **Creativity and Innovation** = how did warfare innovation affect the war for the better?