

# History

## World War 2 Year 6

### Remember when

- Monarchy
- Comparing timelines
- The importance of religion in the past
- Roman invasion
- The end of the Viking reign
- How Britain has changed through history

### Sticky knowledge

- WW2 lasted from 1939 to 1945 and followed WW1
- Germany declared war on Poland, which officially started the war. WW2 was a battle between two groups of countries called the allies and the axis.
- The Battle of Britain happened in 1940 and was the successful defense of the UK from air attacks. It was also known as the air battle for England.
- Hull was bombed because it was a port. Many areas of Hull including residential areas were destroyed.
- Children were evacuated from Hull to the countryside to keep them safe.
- The roles of women changed because many men went off to fight. In Hull and around the country, women took on many of the men's jobs such as factory and field work
- Rationing was introduced as well as a make do and mend campaign because supplies were not readily available.
- Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' race. This meant the Nazi party persecuted certain groups such as Jews, Gypsies and those with physical and mental difficulties.
- After the war Hull was in ruins and in 1945 the council hired planners to survey the city and produce a plan for rebuilding it. The plan, called the Abercrombie plan

### Key vocabulary

- invasion
- Period
- Prime Minister
- Blitz
- Evacuation
- evacuee
- propaganda
- Nazi
- Jewish
- Holocaust
- Catastrophe
- trading

### National curriculum

To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

#### Timeline specification

- To be used as research tools and then to form opinions from information
- Use own research
- Compare periods of time
- Retrieve information from timelines
- Form opinions from factual information

#### Enquiry questions

- Who should we remember the most...?
- Why do historians disagree about...?
- Explain which you think is the most significant event/person and why.
- Why are there different interpretations of...?
- How can we find out about ...?

#### Sources of information

- visit
- visitors
- artefacts
- museums
- photographs
- documentation
- real life accounts
- newspapers
- letters
- maps
- oral testimonies
- diaries
- autobiographies
- songs
- tools
- speeches
- paintings
- clothing

	Title/Focus	Lesson outline
<b>Lesson 1</b>	<p>LO: To know how WW2 started.</p> <p><b>Sticky knowledge:</b> WW2 lasted from 1939 to 1945 and followed WW1.</p> <p>Germany declared war on Poland, which officially started the war. WW2 was a battle between two groups of countries called the allies and the axis.</p>	<p>Enquiry question – Is war ever right?</p> <ul style="list-style-type: none"> <li>- Research based task to use secondary sources (books and internet) about WW2. Children will find the answers to the following questions:</li> </ul> <ol style="list-style-type: none"> <li>1. Why did Hitler order thousands of German bomber planes to drop bombs on British cities?</li> <li>2. Who was the leader of Germany?</li> <li>3. Who was the leader of Britain?</li> <li>4. Name 2 countries that Germany invaded in 1939</li> <li>5. Which country started World War 2?</li> <li>6. What year did World War 2 begin?</li> </ol> <ul style="list-style-type: none"> <li>- Children will then create an information poster stating the key information and the design will be like propaganda posters of the time – show some examples and discuss slogans etc</li> <li>- SEN- information given</li> <li>- GD- children given a question, then complete independent research to create an information poster based on the questions above-</li> </ul> <p>Timeline of events</p>
<b>Lesson 2</b>	<p>LO: to know what happened in the Battle of Britain.</p> <p><b>Sticky knowledge:</b> The Battle of Britain happened in 1940</p>	<p>What was the Battle of Britain?</p> <p>Create a timeline of events that happened during the Battle of Britain</p> <p>Read the story Aerial Warfare – write a witness account</p> <p>SEN- given pictures about the story, write a sentence about each one</p> <p>GDS – ensure correct vocab is used and a range of punctuation</p>

	and was the successful defense of the UK from air attacks. It was also known as the air battle for England.	
<b>Lesson 3</b>	<p><b>LO:</b> To know what happened in the Hull Blitz.</p> <p><b>Sticky knowledge:</b> Hull was bombed because it was a port. Many areas of Hull including residential areas were destroyed.</p>	<p>Use maps and other sources to find out what happened in the Hull Blitz. CTSCD43 Report <a href="http://www.Hullhistorycentre.org.uk">www.Hullhistorycentre.org.uk</a> Why was Hull bombed, where did the bombs land? How were people affected? Etc</p> <p>Stick pictures from Hull during the Blitz in books. Write notes around each one. What does the picture show? SEN – give key vocab words GDS – write a paragraph explaining why Hull was targeted</p>
<b>Lesson 4</b>	<p><b>LO:</b> To know why children were evacuated in WW2.</p> <p><b>Sticky knowledge</b> Children were evacuated from Hull to the countryside to keep them safe.</p>	<ul style="list-style-type: none"> <li>- Using secondary sources (books/internet) read about evacuation.</li> <li>- Listen to stories from local evacuees. Use maps to indicate where evacuees from Hull were sent. Where would they send children if they were billeting officers?</li> </ul> <p>Label maps, give reasons why they would and wouldn't pick places SEN – Stick picture of evacuee in book label items they would take Others research which place in England had the most evacuees, give reasons for this BBC – WW2People's War –My Evacuation from Hull to Carlton</p> <p>Hull focus- use evidence from Hull</p>
<b>Lesson 5</b>	<p><b>LO:</b> To know the roles of men and women in WW2.</p> <p><b>Sticky knowledge</b> The roles of women changed because many men went off to fight. In Hull and around the country, women took on many of the men's jobs such as factory and field work</p>	<p>Look at roles of men and women in WW2.</p> <ul style="list-style-type: none"> <li>- Look at job descriptions before and after the war and how they compare</li> <li>- All children - Complete activity sheet number of women in work compared to men</li> <li>- Explore the impact propaganda had on women (encouraged them to do the jobs that would have once only been for males)</li> </ul> <p>SEN/GD- Answer differentiated questions</p> <p>Hull focus- use evidence from Hull</p>
<b>Lesson 6</b>	<p><b>LO:</b> To know what rationing is and why it was used in WW2.</p> <p><b>Sticky knowledge:</b> Rationing was introduced as well as a make do and mend campaign because supplies were not readily available.</p>	<ul style="list-style-type: none"> <li>- Research about rationing (books/internet). Compare life in the countryside and life in the city- access to different types of food. People in the countryside were able to access more due to having access to land to keep livestock or grow resources.</li> <li>- Create a daily menu for a day using rations. (Sample ration food if Covid restrictions allow)</li> <li>- Children will discuss the weekly rationing allocated to each family from wartime.</li> <li>- Children will then compare their own weekly intake and then come up with a daily menu only using the given allocation.</li> </ul> <p>Hull focus- use evidence from Hull</p>
<b>Lesson 7</b>	<p><b>LO:</b> To understand Adolf Hitler's idea of the perfect race and how this led to the holocaust.</p> <p><b>Sticky knowledge:</b> Millions of Germans were imprisoned and killed because they</p>	<ul style="list-style-type: none"> <li>- Discuss as a class the term 'race' and whether it would be fair if the world only had one race 'a master race' explain Hitler's thoughts behind why Hitler wanted to achieve this- persecuted Jews, Gypsies and those with physical and mental difficulties</li> <li>- Compare Joseph Goebbels, a close friend of Adolf Hitler and member of the Nazi party to the Jewish man called Arnost Rosin- killed and imprisoned because of what he believed in.</li> <li>- children to write a paragraph – What was the holocaust?</li> </ul> <p>SEN to be given sentences to match to pictures GDS – ensure use of technical vocab</p>

	<p>didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' race. This meant the Nazi party persecuted certain groups such as Jews, Gypsies and those with physical and mental difficulties.</p>	<ul style="list-style-type: none"> <li>- Stick picture of a Jewish man and a picture of a German soldier – write notes about their lives showing differences</li> </ul>
<p><b>Lesson 8</b></p>	<p><b>LO:</b> To know how WWII ended and how Hull recovered.</p> <p><b>Sticky knowledge:</b> After the war Hull was in ruins and in 1945 the council hired planners to survey the city and produce a plan for rebuilding it. The plan, called the Abercrombie plan.</p>	<p>Teach about the end of the war, VE day and what happened next. Even though the end of the war had been declared, many more people died and it took a while for all the soldiers to return.</p> <p>What was the aftermath like for Hull? How was Hull rebuilt? Write recount set a year after the war – what was life like? Still rationing, some soldiers still not home SEN – given start of recount, continue and write a few sentences Key vocab to be given GDS ensure use of a range of punctuation</p>
<p>Working towards</p>	<p><b>End of unit assessment</b> Working at Age related expectations</p>	<p>Working at a greater depth</p>