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| **Knowledge organiser for Year 6 History – WW2 – What were the causes and consequences of WW2 and how did this change life in Britain?**  **Curriculum Statement:** a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  **Overall enquiry question:** What were the causes and consequences of WW2 and how did this change life in Britain?  **Links to prior learning**: Build on previous chronology.  **Links to locality:** WW2 in Cornwall  **Core knowledge in bold** | | | Disciplinary Concepts to be taught:   * Significance * Continuity and change * Cause and consequence * Similarity and difference | |
| **Overarching questions** | **Questions for monitoring** | **Knowledge** | | **Vocab** |
| Is World War Two Ancient history, current affairs, or modern history?  How do primary sources help give us an insight into life during WW2 and do they have any limitations? | What is history?  What is recent history?  What is modern history?  **Is World War 2 ancient or modern History?**  What is a civilisation?  **What is primary evidence/source?**  What is secondary evidence/source? | * History is things that have happened in the past – no matter how recent. * Modern history is history that has happened recently – same say in living memory. * **WW2 is considered modern history because there are still people alive who lived through the war.** * Ancient history is history that happened so long ago it can’t be remembered by people alive today. * A civilisation is a group of people ruling a particular place for a period, it can be identified by the way the people lived and ruled. * **Primary evidence is evidence produced during the period itself.** * Secondary evidence was produced afterwards by people studying the period of history. | | Civilisation  Current affairs  Ancient history  Primary evidence |
| Why did Britain have to go to war in 1939?  Describe key events in WW2 ~~and what life was like on the Home Front.~~  Explain differing viewpoints of historical events or people and offer reasons for these different versions of events.  Memorise dates of key events  Suggest and investigate hypotheses about the past e.g., use of artefacts, ways of life and reasons for events  Cause and consequence | **When did WW2 start and end?**  **What was the cause of WW2? *\*Cause and consequences\****  What was life like in Britain in the 1930s when war began?  **How was life in Britain in the 1930s different to life in Britain now?**  How was war declared and why? | * **WW2 started in 1939 and ended in 1945** * **The War began as a result of:** * **The German people were dissatisfied with the outcomes of WW1 where they had lost land and been banned from having an army.** * **Hitler promised to win back land and power and was voted into power.** * **Hitler started a youth movement to gain followers and influence the young.** * **Hitler hated the Jews and attacks on the Jews from the Nazis party began in Germany.** * **Hitler invaded Poland.** * **Life in Britain in the 1930s included the wireless (no TV), limited electricity (mostly gas), terraced housing, shared outdoor toilets between families, tin baths, large families in small houses, shared bedrooms (and maybe beds), cinemas showed films over weeks, children’s hour on the wireless. Now children have their own beds ad bedrooms, toilets are inside, there are TVs and gaming stations in every house – often several in one house, and we watch things on demand.** * War was announced by Neville Chamberlain over the wireless because Britain and France had asked Germany to withdraw, and they had received no communication. | | Civilisation  Current affairs  Ancient history  Primary evidence  Secondary evidence  Nazi  Wireless  Withdraw |
| **Why did Britain have to go to war in 1939?**  Explain differing viewpoints of historical events or people and offer reasons for these different versions of events.  Suggest and investigate hypotheses about the past e.g., use of artefacts, ways of life and reasons for events  Significance | Who announced the war?  Who was prime minister at the time?  *\*significance\**  What had led up to the announcement of war?  **How did people hear the announcement?**  How would the British people have felt about the announcement?  How did this change life in 1930s/40s Britain after the announcement of war?  What date was war declared? | * Neville Chamberlain was prime minister at the time and announced the war on the radio (wireless). * **Hitler had invaded Poland. Hitler was asked to leave. Hitler did not respond. Therefore, war was declared (see above for further information about events prior to this).** * People are fearful, especially after having lived through WW1 and its repercussions. They knew life if Britain would change. * War was declared on September 3rd 1939 | | Prime minister  Wireless  Empathy  Outbreak  Announcement  Declaration |
| Describe key events in WW2 and what life was like on the Home Front.  Memorise dates of key events | Why was it a World War?  **Which countries were involved in the war?**  **Who were the allies and axis powers?**  **What were some of the key events in WW2s chronology?** | * **Countries all around the world were involved including America, Japan, Britain, France, Russia, Czechoslovakia, Poland, Germany, Italy, Greece, Luxembourg, Netherlands, Belgium.** * **Allies were people on the same side as Britain. Axis were on the opposite side. The main Allies were Britain, France, Poland, America. The main Axis powers were Germany, Japan, and Italy.** * **Key events included Germany invading Poland (1st Sept 1939), declaration of war (3rd September 1939), Winston Churchill becomes prime-minister (10th May 1940) and Germany attacks western Europe, home guard is formed (14th May 1940), 27th May 1940 (Dunkirk), Battle of Britain begins (10th July 1940), Blitz begins (7th Sept 1940), Pearl Harbour (7th December 1941), Dam buster raid (16th May 1943), Germany surrenders) 7th May 1945, VE day (8th May 1945), War is over 2nd September.** | | Chronology  World Leaders  Neutral |
| How was Britain able to stand firm against the German threat?  Suggest and investigate hypotheses about the past e.g., use of artefacts, ways of life and reasons for events  Frame questions carefully to access specific and accurate information. | **What is the Blitzkrieg?**  **How did people protect themselves from the Blitz?**  What kind of air raid defences were there?  How else did Britain stand firm? | * **Blitzkrieg means lightning war but referred to Germany bombing Britain.** * **People crated air raid shelters in a range of different forms i.e., Anderson Shelters and Morrison Shelters.** * **Britain protected itself through air raid shelters, air raid wardens, blackout curtains, the home front (land girls etc), communal shelters, evacuation, spirt of the blitz, ID cards, gas marks, and rationing.** | | Primary evidence  Secondary evidence  Blitzkrieg  Axis  Allied  Land girls  Anderson shelter  Land girls  Spirit of the Blitz  Air raid  ARP  Rations  Home front |
| Why was it necessary for children to be evacuated and what was evacuation really like?  Describe key events in WW2 and what life was like on the Home Front.  Why is it so difficult to be sure what life on the  Home Front was really like?  Identify the difference between fact and fiction and be able to give reasons for the use of propaganda | What is a source?  **What is evacuation?**  **What is propaganda?**  Why is it difficult to be sure what life was really like on the Homefront?  How were the children evacuated?  What was a billeting officer?  Explain the process of being evacuated? | * A source is some information which tells you about a historic event. * **Propaganda was produced to promote the Blitz spirit and make spies believe Britain was strong.** * **Evacuation was moving children from large cities that were at risk of being bombed to rural communities where they were safer?** * Children were given a letter from school, asking the children to bring a suitcase with certain items into the train station the next day. Children were boarded on to trains, labelled with their name and age and taken to a new location where they were chosen by willing families or given to a household to live with. Sometimes families were split up. Sometimes families were not kind to the children who arrived. They had no contact with home and didn’t know when they would return. * A billeting officer was the person responsible for finding a host family for the child to live. | | Primary source  Secondary source  Propaganda  Evacuation  Evacuee  Billeting officer  Host  Propaganda  Misinformation |
| How did people manage to carry on normal life during the war and how do we know? | **What was rationing?**  Why was it required?  How else did Britain ensure it had enough food?  Why was rationing needed? | * **Rationing was a system imposed by the government so there was enough of every food ‘type’ to go around. People were given ration books so that each family had enough to survive.** * Britain’s imports and exports were cut off so food could not easily be transported. The Nazi air raids targeted the docks. * Britain encouraged people to grow their own crops and introduced ‘land girls’ to keep the farms running while men were at war. * Without rationing, food may have run short. | | Rationing  Rations  Land girls  Export  import |
| What was VE day really like? | **What does VE day stand for?**  What date did it occur?  How did people celebrate and why? | * **VE day stands for Victory in Europe Day. It was the day Britain celebrated Germany surrendering to the allies.** * VE day was on the 8th of May 1945. * People celebrated by hanging colourful bunting, having bonfires, dancing, street parties, having services and Winston Churchill addressed the nation from the balcony at the ministry of health. Pubs stayed open later, music played, and it was a national holiday. | | VE day  Parliament  Liberation  Government |
| End of unit check | Complete end of unit knowledge check to answer the question - What were the causes and consequences of WW2 and how did this change life in Britain? | | | As above. |