

## World War 2



**Rationale:** This history topic provides opportunities to study key concepts like propaganda which require pupils to develop an awareness of evidence and how it can be used and abused. A crucial skill in this world of fake news. Pupils will be given opportunities to role play, debate, infer, explain, sequence, question, analyse, evaluate and find an answer to a museum curators dilemma.

**Pre-Unit tasks:** Show a range of images of people who played a significant role in the Second World War E.g. Winston Churchill, Adolf Hitler, Neville Chamberlain, Benito Mussolini, Franklin D. Roosevelt. Do the children recognise anyone? Do they know anything about any of these leaders?

**Attention Grabber:** Play the sound of an air raid siren; listen to a speech by Winston Churchill. Listen to a boy describing being bombed (BBC website) Make a simple WW2 Paper Craft Spitfire (See Twinkl)

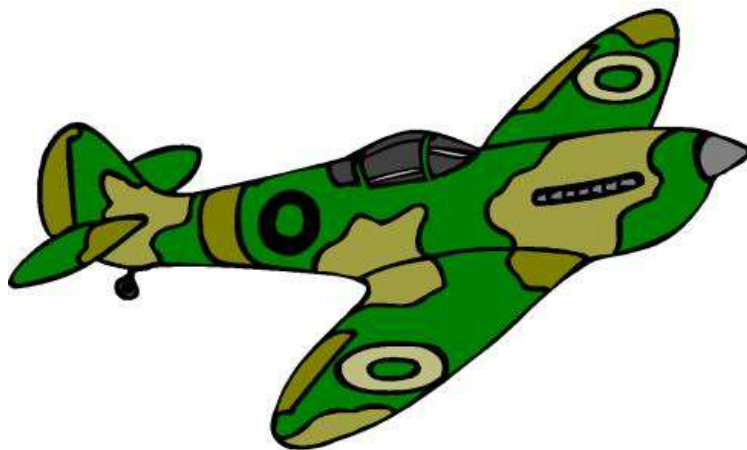
**Enrichment activities / visits:** Book WW2 'Box of Delights' from the Discovery Museum. Beamish: Evacuees. Children board a special service bus to Home Farm. Will the farmer have enough billets for them all? Activities include: The black out, rationing, dig for victory, the black market, war time cookery and the Home Guard (1½ hour workshop £60 - 2020 price) or What was life like for evacuated children? Why was this area targeted by German bombers? Workshop at the Discovery Museum (1½ hours - £90 - 2020 price)

**Key Class book(s) linked to history study:**



### Learning Objectives:

- Use relevant dates and terms
- Be able to name / describe key characters and events
- Sequence key events of WW2 on a timeline
- Understand the events surrounding the outbreak of war and what this meant for children.
- Use geographical knowledge and skills to locate countries that played a part at the start of WW2.
- Explain cause and effect using evidence
- Consider ways of checking the accuracy of interpretations
- learn about the preparations that were made to protect people from enemy bombing and what it was like to take shelter during the Blitz.
- To distinguish between fact or fiction and opinion
- Recognise primary and secondary sources
- Communicate knowledge and understanding in a variety of ways





## History Overview

### Examples of Key Questions:

- \*How did World War 2 begin?
- \*Why did Britain have to go to war in 1939?
- \*Did all men fight?
- \*Why was it necessary for children to be evacuated?
- \*What was evacuation really like?
- \*What was the Blitz?
- \*How significant was the Blitz?
- \*What was life like on the Home Front?
- \*Imagine you are a museum curator: Which 8 objects should you show to explain how Britain coped with the effect of war on the Home Front?
- \*What was the impact of World War 2 on people in our locality?
- \*How was Britain able to stand firm against the German threat?
- \*What was The Battle of Britain?
- \*What was the impact of propaganda?
- \*How significant was the impact of World War 2 on women? (new opportunities)



### A Possible Sequence:

Lesson 1: The Lights go out across Europe - How did WW2 begin?

Lesson 2: The Battle of France is over - Dunkirk and the Battle of Britain

Lesson 3: We shall fight them on the beaches - The Blitz begins

Lesson 4: Number 12 platform, Waterloo - Evacuation begins. What was life like as an evacuee?

Lesson 5: Life in the cities - what was it like?

Lesson 6: Rationing

Lesson 7: Winston Churchill - what role did he play?

Lesson 8: Dig for Victory - Propaganda and morale

Lesson 9: How did the Blitz affect the war? British people and our history.

Lesson 10: The War ends - D-Day to VE-Day



## Impact/Assessment

### Most Children will: (secure)

- offer reasons to explain why the war started;
  - explore the significance of key events;
  - explain how and why the changing role of women was significant to the war effort;
  - recall key facts about rationing, evacuation and life on the Home Front
- \*They will use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed and can distinguish between reliable and unreliable sources
- \*Describe aspects of the Blitz in significant detail and be able to explain the causes and effects of The Blitz on Britain and WW2.

### Less Able Children will: (developing)

- say when the war started;
  - tell you some of the countries and key individuals involved;
  - recall some details about key events;
- \* Describe the main effects of the Blitz and recall some facts about the Blitz.
- describe what evacuation and rationing were, explain how they worked and how different people were affected;
  - describe some of the jobs women did during the war;

### More Able Children will: (greater depth)

- demonstrate a full understanding of a wide range of World War II events;
  - recall key dates and facts with ease;
  - evaluate and assess the reason, impact and significance of key wartime events;
- \*Demonstrate a deeper understanding of the topic and recognise how Britain and the local area have been affected by the Blitz.
- \*discuss the role played by both Winston Churchill and by the individual.
- \*use sources accurately and thoughtfully, distinguishing between fact, fiction and opinion and explaining these.



## History Overview

### Vocabulary

|                      |                     |                           |
|----------------------|---------------------|---------------------------|
| Adolf Hitler         | air raid            | alliance                  |
| Allies               | Anderson Shelter    | Anti-Semitism             |
| appeasement          | armistice           | Auschwitz                 |
| Axis                 | barrage balloon     | Battle of Britain         |
| Benito Mussolini     | blackout            | blitz                     |
| blitzkrieg           | Charles de Gaulle   | collaboration             |
| concentration camp   | convoy              | D-Day                     |
| Der Fuhrer           | dictator            | Dunkirk                   |
| Dwight D. Eisenhower | emigration          | evacuation                |
| evacuee              | fascism             | Franklin Delano Roosevelt |
| Gestapo              | ghetto              | Hirohito                  |
| Holocaust            | Luftwaffe           | national socialism        |
| Nazi                 | Neville Chamberlain | Prime minister            |
| propaganda           | ration book         | rationing                 |
| refugee              | resistance          | Royal Air Force           |
| shortages            | spitfire            | swastika                  |
| V-E Day              | Winston Churchill   |                           |



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