

Topic: World War II

Phase: 6

Strand: British History/World Wars

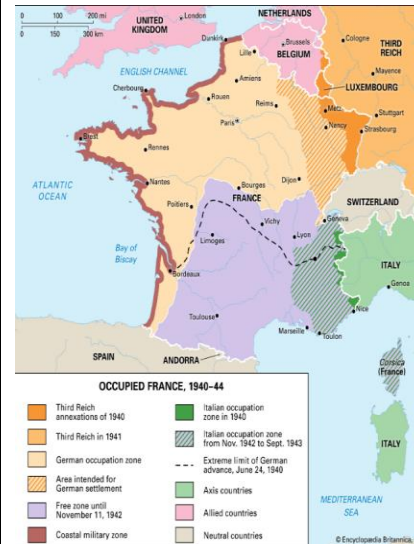
Prior Knowledge

Pupils should have a now in-depth comprehension of British historical chronology, from prehistoric to modern Britain and how this compares with other civilisations. They should be able to compare the political, cultural and geographical climate between the Maya civilisation and early modern Britain. Pupils should be secure with terminology such as 'climate', 'resources', 'king', 'art', 'architecture', and utilise these terms within a historically accurate context. Children should recognise what is meant by a historical source of evidence.

Historical skills and Enquiry

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Children should understand historical sources and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Pupils need to identify and understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Diagrams



Map of the political climate during WW2

Vocabulary

World War II Word Bank

siren	war	bomber	radio	Blitz
Europe	bomb	Winston Churchill	army	rifle
evacuee	swastika	propaganda	Axis	attack
gas mask	Allies	ration book	soldier	prisoner
Adolf Hitler	Britain	personnel	medal	London
Jews	field gun	battlefield	Germany	
air raid	surrender	Spitfire	military	
jeep	grenade	Star of David	invade	
	pilot	submarine	blackout	
	tank	Anne Frank	Nazi	



Artefacts/Resources to use

Ration booklets, extracts from the Diary of Anne Frank, written letters from soldiers, helmets, gas masks, diagrams from the Holocausts created by the children and young adults and propaganda posters. These can all be used as an introduction to WW2- can the children identify any of these artefacts? What is their importance? What can we learn from them?

Significant People

Political figures: Hitler, Stalin, Churchill and leaders within Russia, Japan, China and the US.

Individuals from the Holocaust: Anne Frank, Lale Sokolov and Viktor E. Frankl.

What will the children know by the end of the unit?

- The key events leading up to the outbreak of WW2, including both within and outside Europe and a clear and concise recognition of the **chronology of WW2**. The outcome of WW2 and its impact on the world (Russia, for example).
- An understanding of the concept of '**propaganda**' and how it was used throughout the world to manipulate audiences and promote certain messages. This should be compared with other cultures and in different contexts, both ancient and modern (for example, the fact that propaganda occurs as early as 3000 BC in civilisations such as Egypt/Iraq).
- Military tactics:** how Germany, Japan, Russia and Europe used land, sea and weapons for their own gain and protection. Key political figures- including Stalin and Hitler and their political campaigns, which were utilised throughout the War.
- Rations:** an understanding of this word and concept and the impact it had on civilians and prisoners of war.
- An understanding of the **key terms: 'tactics', 'rations', 'fascist', 'dictatorship' and 'communist'** and pupils should be able to utilise these words to discuss ideas, facts and opinions surrounding WW2.
- The pupils will have an in-depth comprehension of '**Evacuation**' and what that meant for British civilians. How did this affect families and how were the rest of the European countries affected? Why was it different in different countries?
- Pupils will have a clear and concise concept of the **Holocaust**, who Hitler targeted and the severe impact it had on the entire world.
- Lastly, the children will understand how both archaeology and literacy is utilised to study this period and are integral for both academics and archaeologists to form historically informed arguments and opinions.

Timeline

- 1933:** Adolf Hitler becomes Chancellor of Germany. His Nazi party take power and Hitler becomes dictator.
- 1936:** Nazi Germany and fascist Italy form the Rome-Berlin Axis treaty. Nazi Germany and Japan sign the Anti-Communist Pact.
- 1937:** Japan invades China.
- 1938:** Hitler annexes Austria.
- 1939:** Germany invades Poland and WWII begins. Great Britain and France declare war on Germany.
- 1940:** Germany invades and takes control of Denmark and Norway. Winston Churchill becomes Prime Minister, as Germany takes control of most of Western Europe. Air attacks are made on Britain and the Axis Alliance is formed.
- 1941:** Japan attack the US at Pearl Harbour. US declares war on Japan.
- 1944:** D-Day and the Normandy Invasion. Paris is liberated from German control in August.
- 1945:** Adolf Hitler ends his life, leading Germany to surrender to the allies. In August, the first Atomic Bomb is dropped on Hiroshima, Japan, killing 78,000 civilians. Three days later, Nagasaki is bombed, leading Japan to surrender and WWII officially ends.