

Unit: WW2

Enquiry Question: What was the impact of WW2?

Substantive Knowledge	Knowledge Organiser
Vocabulary	Allies, Evacuee, Black out. Rationing, Air raid shelter, Axis, Nazi, Swastika, Blitz, Holocaust, Luftwaffe, Kristallnacht, Propaganda, Concentration Camps
Substantive Historical Concepts	Invasion, War, Conflict, Power
Hook/ Visit	Beaumanor Hall
Links to any prior units	Invaders and settlers

A. Chronological Understanding	B. Cause & Consequence	C. Change & Continuity	D. Similarity & Difference	E. Historical Significance	F. Historical Interpretations and Historical Evidence
<ol style="list-style-type: none"> Develop an increasingly secure chronological knowledge of local, British and world history, using dates. Order a greater number of significant events, movements and dates on a timeline. Describe the main changes in a period in history and place them in the correct order. Summarise the main events from a 	<ol style="list-style-type: none"> Examine causes and results of great events and the impact on people Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied 	<ol style="list-style-type: none"> Can identify and explain within and between periods of history how changes may have been different in different places during the same period of history <ul style="list-style-type: none"> key changes similarities why certain changes were important any subtle differences between similarities 	<ol style="list-style-type: none"> Explain (and give examples) how life was different for different people in the past: <ul style="list-style-type: none"> rich and poor male and female different cultures and races different religions Explain (and give examples) that this may have been different in different places at the same time. 	<ol style="list-style-type: none"> Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain why what they did (or what happened) was important and how it changed things for people. 	<ol style="list-style-type: none"> Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources. Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. Make connections between different sources of evidence and

<p>period of history, explaining the order of events and what happened.</p>	<p>3. Short and long term causes of events identified and explained</p> <p>4.</p>		<p>3. Attempt to explain reasons for these differences or explain the reasons other give.</p>		<p>identify the different interpretations.</p> <p>5. Understand the importance of checking the accuracy of interpretations/evidence</p> <p>6. Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making</p> <p>7. Select relevant sections of historical information to answer a question/enquiry</p>
---	---	--	--	--	--

Possible Questions

<p>How long ago did this event take place?</p> <p>How was life different/same?</p> <p>What was the sequence of key events during this period?</p>	<p>Why was it important?</p> <p>How do key events link?</p> <p>What influenced these events?</p>	<p>What has stayed the same (comparing past periods)?</p> <p>Why?</p> <p>What has changed? Why and how? Which changes were most significant?</p> <p>Why?</p> <p>Did it change like this everywhere or for everyone?</p>	<p>Which groups was this different for?</p> <p>Can you give an example?</p> <p>Why was there this difference?</p> <p>Why do people believe there was this difference?</p> <p>Was this the same everywhere? Can you give an example to support your answer?</p>	<p>Why was this person important?</p> <p>Explain what this person did that was important?</p> <p>What impact did this person have on events or people?</p> <p>What impact did this event (or period of history) have on events or people?</p> <p>How did life change following this?</p>	
---	--	---	--	--	--

Week/ Lesson	Enquiry question	Evidence Sources	Second Order Concepts <i>(reference from above – eg: A1, B2 etc)</i>	Teaching points	Activities
1	When and why did the second world war begin?	<p>Propaganda posters from Germany</p> <p>Newspaper headlines from build up to war and when war was declared</p> <p>Speech by Neville Chamberlain</p>	A1, A2, A3, A4, C1, D1, D2, D3, E1, E2, F1, F2	After WW1, the Treaty of Versailles left Germany crippled. Hitler rose to power as someone who promised to make Germany great again.	<p>Explain that to understand why WW2 happened, we must first look back to WW1. After WW1, it was decided that Germany should be punished for its actions. Discuss the terms of the Treaty of Versailles. Recognise that different countries might have different opinions about this. Why would the rest of the world have considered it <u>fair</u>? Why would Germany have considered it <u>unfair</u>?</p> <p>Task 1 – Treaty of Versailles sheet Why did people vote for him? What was life like in Germany at the time that led to him becoming a popular figure?</p> <p>Task 2 – chn answer enquiry q</p>
2	How were Jews treated in Nazi Germany?	Historical laws	A1, A2, A3, A4, B1, C1, D1, D2, D3, E1, E2	Pressure against the Jews grew more and more intense. This involved more and more stringent laws and events such as Kristallnacht.	<p>Task 1 - Give children a bank of laws against Jews and ask them to sort them into 'true' and false'. Reveal that they are all, in fact, true! Discuss which are the most unfair.</p> <p>Task 2 – chn record their thoughts How would these laws have made Jewish people feel?</p>
3	What happened to British children during the war?	<p>Civil defence document in preparation for war</p> <p>Primary sources - Quotes from children</p>	A1, A4, B1, B2, B3, C1, E1, E2, F1, F2, F3, F4, F5, F6	<p>Britain was preparing for war before it was declared.</p> <p>When war was declared, children in Britain began to be evacuated (generally from cities to the countryside).</p> <p>Children had different experiences, some positive, some negative.</p>	<p>Discuss how the British government prepared for war before it was declared.</p> <p>Task 1 – chn decide on which measures should be prioritised prior to war.</p> <p>Task 2 - Read quotes from children and discuss experiences. Complete quiz on different children's experiences – focus on making children aware that all children had different experiences, some positive, some negative</p>

4	What happened to Jewish children and how were their experiences different to British children's?	Primary source - Quotes from children	A1, A4, B1, B3, C1, E1, E2, F1, F2, F3, F4, F5, F6, F7	Kindertransport - Britain was aware of the growing pressure against the Jews and co-ordinated evacuation of Jewish children to the UK where they were housed with British families. This was challenging as they were scared, traumatised and didn't understand the language/culture.	Introduce the concept of Kindertransport. What must this have been like for children at the time? Why would it have been difficult? Task 1 - Read quotes from children who were involved in Kindertransport. Discuss experiences of the different children and complete worksheet. Compare and contrast sources of info and reliability – if one child said the experience was positive does that mean that the experience was positive for everyone? Task 2 - Discuss how experience of evacuation differed for British and Jewish children. Chn record on Venn diagram
5	How did the war impact men?	Photos of different roles of men Propaganda photos		Roles of men and women. Men were mainly involved with the armed forces: Army, Navy and RAF. The introduction of conscription meant many men had to fight. Men who were not able to fight contributed to the war effort by being part of the Home Guard	When we think of World War 2, what do you think men did? What was their role? Intro armed forces (RAF, Navy, territorial army) Why did men go to war? Discuss young men's reasons for wanting to go fight (e.g. for adventure/it sounds fun, to get away from a difficult life, it is the right thing to do etc) Discuss conscription in more detail Task 1 – what were the main military roles? Why did they sign up? Do you think all men wanted to fight? Task 2 - Discuss what primary and secondary sources are – show chn primary sources about the roles of men. Chn deduce what the roles are and how the war is shown in images. Discuss how men are portrayed in propaganda posters and why this was.
6	Did WW2 change life for women? How?			Women took the places of male workers who had gone to war. They worked in the factories and on farms. This experience changed women's perspective. Before the war, women were only seen as housewives; after the	Introduce role of women before war as housewives or in 'women's' jobs. Explain with men gone, women took the role of men on the Home Front. Intro term propaganda

				war, they were seen as valuable workers in the workforce, and they did not want to return to the 'old way'.	Task 1 - Read secondary sources to understand roles of women How was this different to before the war? What effect would this have had on women's thoughts about being a housewife? How did this change women's outlook? Plenary – discuss women returning to the home when men came back from war
7	How did the war end and how was it celebrated?				
Trip	What happened to British children?		A1, B3	Trip to Beaumanor Hall for WW2 experience Day	Children will experience three different workshops over the course of the day. 1 – Rationing experience 2 – Air raid simulation 3 – Code breaking

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wty#:~:text=They%20produced%20posters%20and%20films,know%20to%20understand%20the%20war.>