

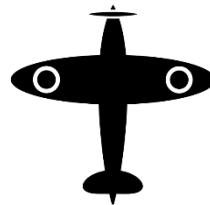
Subject: History
 Year group: 6
 Term: Spring
 Unit name: World War 2
 What were the causes and consequences of World War 2?

Retrieval Vocabulary	New Vocabulary
artefact, attack, colony, dictator, employment, ethnicity, historian, inhabitants, machinery, massacre, navy, past, population, pragmatism, production, provocation, revolution, ruler, submission, technology, territory, tragedy, weapon	alliance, anti-Semitism, appeasement, assassination, devastation, evacuation, independence, inevitability, manufacture, morale, negotiation, prevail, radical, refugee, reluctance, reparations, totalitarianism, violence

National Curriculum:
 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Concepts:
community & culture (communication, economy, nation)
conflict & disaster - (conquest, liberation, occupation, military, peace, surrender, treaty, war)
hierarchy & power - (country, democracy, empire, equality, government, law, oppression, parliament, politics, poverty, prejudice, protection, tyranny)
cause & consequence
evidence & interpretation (eye-witness, source)

Key Individuals:
 Benito Mussolini , Adolf Hitler
 Winston Churchill , Neville Chamberlain
 Rene Smith, Joseph Stalin
 David Olusoga
 Havildar Gaje Ghale

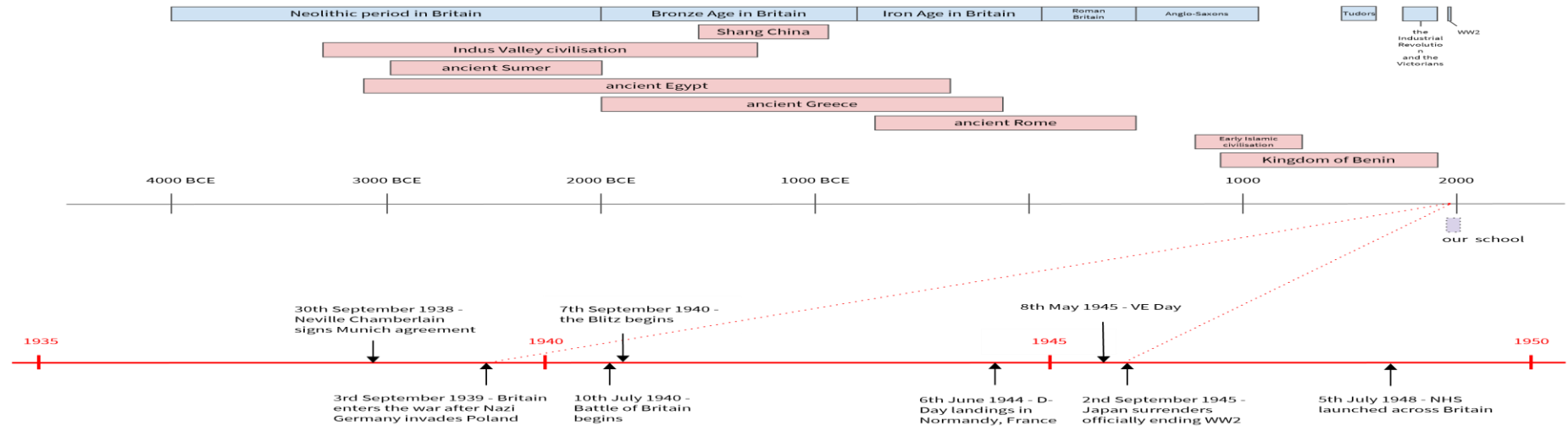


Subject Driver:
 Innovation – to understand changes that took place and innovations that were necessary in the face of war.

Specific knowledge:

- What happened in the early 20th century in Europe that paved the way for World War 2?
- What is totalitarianism and how did totalitarian leaders push the world to war in the 1930s?
- Why were children across Britain evacuated from major towns and cities and what was evacuation like?
- What contribution did people from across the British Empire make to Britain's war effort?
- What brought World War 2 to an end?
- How did the world change in the aftermath of World War 2?
- How was propaganda used in Britain during World War 2?

The planning document contains the knowledge for each of these questions. At the end of each session the children should be able to answer that sessions key question drawing on the knowledge from the planning.



Prior Learning:

What a source is and how this can be used by historians.
 Empire Windrush brought many people from the Caribbean to Britain after the Second World War.
 Historians can interpret things in different ways and will prioritise different ways of looking at history.
 Our knowledge of the past is constructed from a variety of sources.

Local Links:

Evacuees in Oswestry – Sources
 Local War Memorial

Skills:

Understand chronology – a timeline shows a period of time. Time is linear and we can show when things happened. A timeline can be used to show blocks of time or individual events.
 Use sources to understand more about events.
 Using independent research to construct informed responses that involve thoughtful selection and organisation of relevant historical information

Possible enrichment:

- [Microsoft Word - Educational Tours.doc \(wlct.org\)](#)
- [Schools and colleges | Cosford | RAF Museum](#)
- [WW2 hands-on History: The Blitz, Evacuees and the Home Front School Trips & Workshops \(planmyschooltrip.co.uk\)](#)
- [Propaganda and the art of war - The National Archives](#)
- [Key Stage 2 Workshops \(stokemuseums.org.uk\)](#)