Y5/6 – World War Two

**Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?**

## Overview Of Learning

This unit will explain in full how World War Two began and give the children a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and in lesson 7, complete a local study, looking at a range of sources from different areas in the West Midlands region such as Dudley, Wolverhampton, Stoke etc. They will then compare the inner cities with Shropshire and explore how Britain gained victory in World War Two.

## Knowledge And Understanding Objectives

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. Pupils should be taught:

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* a local history study

## Key Vocabulary To Explain

republic**, citizen**, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian **government**, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

## Previous Learning

**Year 1/2** – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. **Year 3** – Children will understand how civilisation developed and led to defending themselves and creating weapons.

**Year 4** – Children will understand the concept of empire through an exploration of the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion through the study of the Romans and the Ancient Egyptians, specifically when the Hittites invaded Egypt.

**Year 5** – Children will understand the struggle for power during the Anglo-Saxon and Viking period. The children will know that countries have to defend themselves against attacking enemies using armies.

## Future Learning

**KS3** – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts. Children may visit the countries where the war happened and study, in depth, how World War One started and how it may have contributed to the start of World War Two.

## Theme and concepts

Theme: Society and Community Substantive concepts explicitly taught: empire, monarchy, civilisation, rebellion

##  Misconceptions

Children may think that World War Two was a long time ago and that there are no longer any people alive who remember it. The children may think that it was one big war, when in reality it was a collection of diverse geopolitical conflicts. Children may think that everybody joined in the war at the same time, when in fact people joined at different times over many years.

**Unit Overview**

**Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?**

**How did Nazi Germany begin and what was it like there?**

**How did the second world war begin and how were the UK involved?**

**What was the impact of the Second World War on my region?**

**How did British forces claim victory at the Battle of Britain?**

# Lesson 1

**Key question:**

Where is Germany and what is it like today?

**Historical Skill:**

Historical significance

# Lesson 2

**Key question:**

How did Hitler come to power?

**Historical Skill:**

Similarity and Difference

# Lesson 3

**Key question:**

How did Hitler become the leader of Germany?

**Historical Skill:**

Chronology

# Lesson 4

**Key question:**

How was Europe ruled before the start of WW2?

**Historical Skill:**

Evidence and Interpretation

# Lesson 5

**Key question:**

How did Hitler expand Germany?

**Historical Skill:**

Change and continuity

# Lesson 6

**Key question:**

How did the Second World War begin?

**Historical Skill:**

Cause and consequence

# Lesson 7

**Key question:**

How did the Second World War impact specific localities?

**Historical Skill:**

Evidence and Interpretation

# Lesson 8

**Key question:**

Why was the Royal Air Force (RAF) so important to the defence of Britain?

**Historical Skill:**

Historical significance

# Lesson 9

**Key question:**

What major victories led to Britain winning the war?

**Historical Skill:**

Cause and consequence

**Substantive concepts build on:**

empire, monarchy, civilisation

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**Cumulative Quiz:**

Q1 – Q3

**Cumulative Quiz:**

Q4 – Q7

**Cumulative Quiz:**

Q8 – Q10

**Cumulative Quiz:**

Q11 – Q13

**Cumulative Quiz:**

Q14 – Q16

**Cumulative Quiz:**

Q17 – Q19

**Cumulative Quiz:**

Q20 – Q22

**Cumulative Quiz:**

Q23 – Q25

**Cumulative Quiz:**

Q26 – Q28

**Stretch and Challenge ideas across the unit**

**Children could:**

* Reason about the reliability of sources presented to them.
* Compare sources and evaluate them, coming up with their own historical interpretation.
* Find out who designed the Lancaster bombers and its significance in the War.
* Find out about the D-Day landings.
* Explore what life was like for the Home Guard in Britain.
* Explore how the war affected women in Britain, and how they were a crucial working force in the completion of factory jobs and communications.
* Make any political links today to the past.

**Assessment**

* The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
* The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
* There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to

identify children who do not understand.