

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain - **World War Two**.

**What happened during World War Two and why was World War Two such a significant turning point for British history?**

**KEY LEARNING –**

Children will know why Britain had to go to war in 1939. They will know how the actions of Hitler threatened European peace and they will understand what is meant by the term appeasement. They will understand the dilemma facing Chamberlain and other appeasers. They will explain why Chamberlain ultimately took the decision to go to war. They will sequence the events that led up to WW2. They will understand why it was necessary for children to evacuate and what evacuation was really like. They will understand that this would be a war in the air and that there would be vastly more civilian damage than in the First World War. They will investigate and explain the reasons for fluctuating numbers being evacuated. They will realise that children's experience of evacuation varied, and they will give reasons for why the government's portrayal was so positive. They will know how the Britain was able to stand firm against the German threat. They will cite examples of how the government prepared to withstand the Blitz and to keep up morale. They will identify key features of resistance to the German invasion: trying on gas masks, home guard, Battle of Britain, Blitz, evacuation, rationing, fire serving, air-raid shelters. They will know how people managed to carry on with 'normal life' during the war and how we know. They will know what the Home Front was and explain which aspect of the Home Front had on the war effort. They will know that not all evidence from this period can be trusted, as the government used: censorship and propaganda. They will know what life was like in Germany at this time, especially the impact on the Jewish population. They will know about the life of Anne Frank and why her life is important to historians. They will know the legacy of the Holocaust and understand the impact that it had. They will know what VE Day was really like and compare different sources. They will sequence the main events studied from WW2 on a timeline. They will explain which event had the most impact on Britain. They will know that WW2 started in 1939 and ended in 1945.






EYFS – we remember WW2 (and other war) by wearing a poppy on Remembrance Day.

KS1 – Know what a Spitfire was and the impact it had on the war.

LKS2 – Roman invasion and how it impacted Britain. Emperors wanted to expand their empire during the Roman era, and they did this by using a strong, well organised army.

UKS2 – Cycle B – Vikings – invasion can result in change in a country.

**Substantive Concepts**

				
<b>Conflict, invasion, and settlement</b>	<b>Society (social structure, civilisation, politics, role in the empire)</b>	<b>Culture (entertainment, religion, beliefs)</b>	<b>Trade</b>	<b>Achievements and legacy</b>
The Blitz, the Battle of Britain. The impact that Nazi's attempted invasion had on Britain, especially the impact on everyday life.	Know that Hitler wanted to expand his 'living space' for his people and this resulted in politicians deciding whether to go to war or not. Understand the word appeasement. Know that politicians took the decision to go to war.			The legacy of WW2 – what can we learn from WW2 and the Holocaust.
Previous learning – KS1 – the Spitfire. LKS2 – Roman invasion. Invasion can result in changes to a country. UKS2 – Cycle B – Vikings – invasion can result in changes.	Previous learning – LKS2 – Romans – emperors wanted to expand their empire during the Roman era. They did this by using a strong, well organised army.			Previous learning – KS1 – the impact the Spitfire had on the war. Edith Cavell helped soldiers in WW1.

**Chronological Understanding**

- Know and sequence key events of time studied, comparing where it fits in with times studied in previous year groups. - *sequence the events that led up to WW2.*
- Understand the term 'century' and how dating by centuries works. - *Know WW2 was a major turning point for Britain in the 20<sup>th</sup> century.*
- Putting dates in the correct century. - *WW2 was in the 20<sup>th</sup> century.*
- Use relevant terms and period labels, eg. Stone Age, Bronze Age, Romans, Anglo-Saxons, Vikings, Greeks, Ancient Egyptians, Mayas and Victorians.
- Make comparisons between different historical periods. - *understand that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.*
- Develop a chronologically secure understanding of British, local and world history across the periods studied.
- Place the time, period of history and context on a timeline. - *sequence the main events studied from WW2 on a timeline.*
- Use relevant dates and terms. - *E.g., WW2 started in 1939 and ended in 1945.*
- Sequence 8-10 events on a timeline. - *sequence the main events studied from WW2 on a timeline.*

**Disciplinary Skills**

**Change and continuity**

- Describe the links between main events, similarities and differences and changes within and across different periods/studied. - *understand that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.*

**Similarity and difference**

- Make links with different time periods studied. - *Recognise the similarities between Roman invasion compared to Nazi invasion. How fighting techniques had changed e.g., fighting from the air in WW2.*
- Describe change throughout time.

**Cause and consequence**

- Give reasons for historical events, the results of historical events, situations and changes.
- Start to analyse and explain the reasons for, and results of historical events, situations and change.  
*Reasons for declaring war on Nazi Germany. Why children needed to be evacuated. Why we needed a Home Front and it impacted on the war effort. How Britain defended itself from Nazi Germany's attempted invasion.*

**Historical significance**

- Identify significant people and events across different time periods. - *E.g., Hitler, Chamberlain, Churchill, The Blitz, The Battle of Britain.*
- Explain the significance of events, people and developments. - *Impact of the Home Front on British war efforts.*

**Historical interpretation**

- Compare accounts of events from different sources. - *Know what VE Day was really like and compare different sources.*
- Suggest explanations for different versions of events. - *Censorship, propaganda.*
- Evaluate the usefulness of historical sources.
- Identify how conclusions have been arrived at by linking sources.
- Understand that different evidence creates different conclusions. - *Censorship, propaganda.*

- **Use books and e-learning for research.**

*Realise that children's experience of evacuation varied, and they will give reasons for why the government's portrayal was so positive. Know how people managed to carry on with 'normal life' during the war and how we know. Know what the Home Front was and explain which aspect of the Home Front had on the war effort. They will know that not all evidence from this period can be trusted, as the government used: censorship and propaganda.*

#### **Historical enquiry**

- Plan a historical enquiry.
- Suggest the evidence needed to carry out the enquiry.
- Identify methods to use to carry out the research.
- Ask historical questions of increasing difficulty e.g. who governed, how and with what results?
- Ask questions about the interpretations, viewpoints and perspectives held by others.
- Use a range of sources to find out about a particular aspect of the past.
- Recognise primary and secondary sources.
- Select relevant sections of information.
- Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Bring knowledge gathering from several sources together in a fluent account.

*Why did Britain have to go to war in 1939? Was it necessary for children to be evacuated and what was evacuation really like? How was Britain able to stand firm against the German threat? How did people manage to carry on with normal life during the war and how do we know? Why is it so difficult to be sure what life on the Home Front was really like? What was the Holocaust and what impact did it have? What was VE Day really like?*

#### **Organisation and communication**

- Communicate knowledge and understanding using historical terms and relevant historical information from a range of sources in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Show written and oral evidence of continuity and change as well as indicating simple causation.
- Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Construct explanations for past events using cause and effect.

#### **Vocabulary**

Axis, allies, Nazi, evacuation, evacuee, Soviet Union, Blitz, propaganda, Holocaust, RAF, refugees, Hitler, Churchill, Chamberlain, tank, bomb, gas mask, radio, war, army, Anne Frank, star of David, battle, Spitfire, soldier, rationing, Anderson shelter, air raid shelter, appeasement, morale, Battle of Britain.