



Autumn 2 Year 6 History Knowledge Organiser

What was the impact of World War 2 on the people of Britain?

| Subject specific Vocabulary | | Images/Diagrams/Maps | Important Knowledge |
|-----------------------------|---|---|--|
| Advancement | Development of weaponry, tactics and technology that enhances combat effectiveness |   | <p>WWII lasted from 1939 - 1945</p> <p>Great Britain went to war with Germany because Germany invaded Poland and refused to remove their troops</p> <p>At the time of WWII, Germany was run by a dictator called Adolf Hitler who used propaganda, fear and violence to maintain control</p> <p>School-age children, children under five with their mothers and pregnant women were evacuated to the countryside</p> <p>Women were encouraged to work in factories: support evacuees; support the National Fire Service and work on farms</p> <p>The "Windrush" refers to the arrival of the ship HMT Empire Windrush in 1948, which carried passengers from the Caribbean who were seeking work in post-war Britain</p> |
| Alliance | A formal agreement between two groups to cooperate and work towards a shared goal | | |
| Cause | The reason why something is happening or principle that is being supported | | |
| Conflict | Disagreement between two parties | | |
| Cultural exchange | Learning from other cultures | | |
| Emigration | The act of leaving one country to live in another | | |
| Evacuation | Being forced to leave your home for safety | | |
| Immigration | The act of entering a new country to live there permanently | | |
| Migration | Moving from one place to another, regardless of distance | | |
| Propaganda | A one-sided form of communication aimed at influencing the attitudes and behaviours of others | | |
| | | <h3>Writing/Provision/Enrichment opportunities</h3> <p>Read the story of W.Lawless and their experience of WWII bombing in Latchford. Whilst listening, pupils to create a storyboard of events</p> <p>Pupils to write the information in the form of multiple short diary entries</p> <p>Pupils reminded of the cenotaph located next to school and RAF Heritage Centre at Gullivers</p> | |

| Presentation | Assessment | | |
|--------------|---|--|---|
| | To identify the causes of World War 2 using a timeline. | Placing events leading to WW2 on a timeline; identifying the countries involved in the lead up to war; explaining what 'appeasement' is. | considering which events caused the most tension in 1930s Germany and how they contributed to the lead up to war; exploring which events were due to the policy of appeasement; explaining why appeasement was not a success. |
| | To explore the impact of the Battle of Britain on the Royal Air Force using oral histories. | Identifying some of the events in the Battle of Britain; describing the emotions of the RAF pilots during the Battle of Britain; recording key information about the Battle of Britain and the RAF from oral histories. | Developing their understanding of the usefulness and limitations of oral histories; beginning to consider the importance of oral histories and how they can be made accessible. |
| | To make inferences about the Blitz using photographs. | Accurately describing what they can see in a photograph; making some reasonable deductions about the Blitz using details from a photograph; describing the impact of the Blitz on the lives of British people in 1940. | Making accurate deductions about each photograph; describing the similarities of the impact of bombing campaigns on the lives of British and German people in 1940; considering how information could be shared in a museum exhibition. |
| | To investigate evacuation experiences using oral and printed records. | Making deductions about evacuation experiences from different sources; comparing the experiences children had during WWI; reflecting on why newspapers showed mostly happy evacuees. | Discussing the audiences for the newspaper articles; considering why children's experiences were so different; confidently identifying propaganda in some sources. |
| | To investigate the impact of WW2 on women's lives using visual and written sources. | Using wartime posters to make deductions about women's jobs during WW2; describing how the experiences of women changed; explaining which sources are most useful to answer the enquiry question. | Explaining the usefulness and limitations of different sources; confidently explaining the sources which would be most and least useful in answering the enquiry question. |
| | To explore the lives of migrants through podcasts, posters and photographs. | Explaining the reasons some people migrated to Britain during and after World War 2; making deductions about their experiences from different sources; presenting their learning about the Windrush generation through a blog. | Describing the usefulness and limitations of podcasts and blogs as a source of historical information and to present historical information; describing the usefulness and limitations of the sources they choose to include in their blog. |