



History

Year 4

Term 5

World War II

Key Question: How did World War II affect British families?

National Curriculum Objectives:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Address historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Vocabulary

Lesson 1 - Allies, Axis, Nazi's, Nazi Germany, Adolf Hitler, political party, fascism, Europe, prime minister - Neville Chamberlain.
 Lesson 2 - British Army, RAF, Royal Navy, Home Guard, volunteered, conscripted, called up, reserved occupation, primary source of historical evidence
 Lesson 3 - The Blitz, Blitzkrieg, London, East-End, Buckingham Palace, source, primary source, secondary source
 Lesson 4 - rationing, propaganda, shelter, air, raid, siren, gas mask, government, research
 Lesson 5 - evacuee, evacuation, Operation Pied Piper, City, Village,

Prior Learning:

The children have learnt about empires when learning about the Roman Empire in Y4 Term 1. They have also learnt about what democracy and differing styles of leadership when learning about Ancient Greece in Y4 term 3.

In Geography in Y3 T6 the children have learnt about settlements and the difference between cities, towns and villages - this is relevant when talking about why evacuees were sent from cities to villages.

End Point:

Create a narrative play to answer the key question and depicting aspects of family life during the war.

Knowledge:

- The Second World War started when Nazi party ruled Germany led by Adolf Hitler and they invaded neighbouring countries.
- Neville Chamberlain was the British Prime Minister when the war broke out and George VI was the reigning monarch.
- Typical family lives changed during the war as men were drafted, more women worked and some children were evacuated.
- Introduction to what life was like for a soldier during the war.
- Daily life in Britain changed, including the introduction of: blackouts, air raids, shelters, gas masks, propaganda and rationing.
- That 'The Blitz' was a Nazi Germany bombing campaign against the British.
- Children were evacuated from cities to villages and this was known as operation 'Pied Piper'.
- The Second World War ended in 1945 when the Nazi Germany and the Japanese were defeated.
- Life in Britain after the war continued to present challenges to society.

Skills:

- Use evidence to reconstruct life in the time studied
- Identify key features and events of the time studied
- Offer reasonable explanations for events in the past
- Look at the evidence and begin to evaluate its usefulness and what the evidence tells you
- Use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in the past.
- Use the library and internet for research
- Select, recall and organise historical information
- Communicate historical knowledge and understanding in a variety of ways.

Cross Curricular Links:

English - Various excellent fiction books. Blackout and war poetry
 DT - Air-raid shelters
 Science - materials (black out blinds)
 Maths - rationing

Oracy:

Create a narrative play.

Wider Reading

Enrichment

Novels and fiction:

- Goodnight Mister Tom
- Carrie's War
- Letters from the Lighthouse
- Bombs and Blackberries
- The Lion and the Unicorn
- The Silver Sword
- Friend or Foe
- Our Castle by the Sea

Non-Fiction

- Woeful Second World War - Horrible Histories
- The Second World War - Usborne
- You wouldn't want to be a second world war evacuee!
- Voices from the Second World War

Visit to Didcot Steam evacuee experience or Imperial War Museum, London

Sequence of Learning

Lesson	Key Question	Key learning/notes
1	<p>What were the main causes of World War II? Which countries were involved?</p> <p>*Homework for next week - research your own family's involvement in WWII. Bring in and talk about/show any information that you can about relations that played a role in the war*</p>	<ul style="list-style-type: none"> • Use the terms <i>Nazi Germany</i> and <i>Nazi's</i> when talking about the British opposition during this time - highlight this to the children. • Watch the BBC clip which introduces the topic and outlines the reasons given below as to why WWII started. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h • After the First World War Germany were aggressively penalised for its actions which caused a lack of resources including the military. This also caused resentment across the country. There was an extreme political party called the Nazi party. High ranking Nazi's used this resentment to generate support and power to achieve their goals. Similar things were happening in other countries including Italy and Japan and there was a general rise in fascism across the world. The Nazi party were elected to run the country of Germany with Adolf Hitler leading the party. Hitler and the Nazi's began invading countries including the Rhineland, Austria, Czechoslovakia and Poland because they felt they were entitled to it and wanted to build great empire. Poland reached out for support and Britain became one of the allies opposed the spread of Nazi power and eventually war was declared. Neville Chamberlain was prime minister and George VI was king at this time - they made announcement. • Listen to the radio announcement declaring war by Chamberlain. https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-the-declaration-of-war/z4qn6v4 • Use maps to identify the axis and allied countries by introducing the war as a world war, and all of the countries that were involved. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6 • Germany, Japan, and Italy were the Axis powers. France, Great Britain, the United States, and the Soviet Union were the Allied powers. (China, which had been engaged in a war with Japan concurrently with World War II, is also sometimes counted among the Allied powers.) • Identify these countries and using a map of the world and colour/label the Allied and Axis powers. Extend to identifying other countries and the side that they joined in the war.
2	<p>What was life like for a British soldier in WWII?</p> <p>What was life like for members of our family during WWII? (Use primary sources of historical evidence)</p>	<ul style="list-style-type: none"> • War changed everyone lives during WWII as men were sent to fight, women started to go out to work more and children lived without parents (in some cases). • Show images of soldiers during WWII (and talk through information below) • The British Army is the land armed forces branch of the British Armed Forces. When war broke out in September 1939, some men volunteered to join the armed services, but Britain could only raise 875,000 men. More men were needed. In 1940, two million British men aged between 19 - 27 years, who were not working in 'reserved occupations', were ordered to fight. This was known as being "called up". They were trained and sent off to war. As well as being "called up" for the army, men could also be 'conscripted' into the Royal Navy or the RAF. Men were also conscripted from 1943 onwards to work down the coalmines of England, Scotland and Wales. 48,000 men were also sent to work in coal mines (the "Bevin Boys"). Their contribution to World War Two was to vitally fuel the war effort from the coalface. (The term 'Bevin Boys' came from the then Minister of Labour and National Service, Ernest Bevin.) Reserved Occupations: <ul style="list-style-type: none"> • Farmers • Dock Workers • Miners • Scientists • Merchant Seamen • Railway Workers • Utility Workers - Water, Gas, Electricity <p>Men who were too old, young or not completely fit joined the Home Guard.</p> <ul style="list-style-type: none"> • Children then share their findings about their family members who played a role in WWII. Display any resources shared and explain that these shared experiences are primary sources of evidence.
3	<p>What was The Blitz and how did it effect British cities?</p>	<ul style="list-style-type: none"> • The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941, during the Second World War. The term was first used by the British press and originated from the term "Blitzkrieg", the German word for 'lightning war'. Watch the BBC clip below which summarizes what the Blitz was.

	How can I use historical sources to find out about the past?	<ul style="list-style-type: none"> • https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhw • Give children photographs and extracts about the Blitz (resource provided). Discuss primary and secondary sources of evidence. We use sources to tell us about the past and what exactly was going on. What do these sources tell us about how Britain was doing in the war? • For each source, children evaluate whether the source shows us that Britain was winning the war or that Britain was doing badly. • Finish the lesson by reflecting on the Blitz. Listen to the sounds of air-raid sirens and look at images of bombed London) • https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-air-raid-montage/znrw92p (Sound of air raids and images of London being bombed)
4	How did the Blitz affect children and what was operation 'Pied Piper' (evacuation)?	<ul style="list-style-type: none"> • The purpose of evacuation in WW2 was to ensure the safety of school children, mothers with children under five, pregnant women and some disabled people. They were evacuated to smaller towns and villages, away from the big cities that were considered under threat of a German bombing. Watch the Imperial War Museum clip to introduce the topic. The clip includes a first-hand account from a man who was evacuated to London to Reading. • https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war • Read the start of The Lion and The Unicorn (by Shirley Hughes) where Lenny is evacuated from London (includes excellent illustrations of the experience). Could also use extract from Letters from the Lighthouse or Goodnight Mister Tom • Children use the above information to imagine they are an evacuee to write a first-person recount of the day they were evacuated (diary entry or a letter back to Mum). Include historical detail such as type of train, accompanying teacher, adults at other end....
5	How was life transformed by war for people living in London?	<ul style="list-style-type: none"> • The Blitz not only meant children had to leave cities but it also made daily life very different as many government initiatives were introduced to safe guard the country and it changed how people lived. Watch the BBC clips to introduce: • Rationing: • https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbqby9q • Propaganda: • https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wtu • Air raid shelters: • https://www.bbc.co.uk/teach/class-clips-video/history-ks2-living-through-the-air-raids/zjnyrj6 • Other possible topics to research: gas masks, black outs, or an area of interest from a previous lesson, such as evacuees or The Blitz. • Children independently research an area from the above using the internet and books (research for homework) • Answer the key questions (5ws) about their chosen area to create a mini-report: What is it? When did it happen? Why did it happen? Who did it effect? Where did it happen? Include pictures with captions and any additional information. • Create a class book or present reports about their chosen areas of research.
6	How did WWII end and what was post war Britain like? *Additional lesson which there may not be sufficient time *	<ul style="list-style-type: none"> • The war ended when the allies began to take back control. Particularly when they launched an attack on Germany on 6th June 1944 in Normandy and regained control of France (D-Day). Hitler committed suicide 20th April 1945 realising he had lost the war and then Nazi Germany surrendered on 8th May 1945 (VE Day). • Watch the short film that explains what VE Day and VJ Day were, and the events that led to the end of the war. It also has eye-witness thoughts on the end of the war and starts to explore what happened in the years following the war. • https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr • The children could plan a VE day party or write a diary account based on the eye-witness accounts about their thoughts on the end of war.
7	How did World War II affect British families?	<ul style="list-style-type: none"> • End product to answer key question.