



Year Group: 6

Term: Spring

World War 1 and 2

Theme Overview

Move forward in time, 13 years after the death of Queen Victoria, to when Britain was at the beginning of two major conflicts which would have a significant impact and legacy upon modern Europe. Join us as we explore different perspectives of the same events, including those of children, women, soldiers, leaders and people of different nationalities.

Knowledge Base

- To know that World War I started for a range of reasons, including: the assassination of Duke Franz Ferdinand; the growth of the alliances; imperialism; patriotism and militarism.
- To know what life was like in the trenches, including: hygiene; conditions; food; daily routines; going over the top; no-man's land; how animals were used in the war; treatment of animals.
- To identify key battles and turning points in the war, including: battle of the Somme (July-November 1916); Jutland (the only major sea battle – May-June 1916); USA declaring war on Germany (April 1917).
- To know the historical context and causes of WWII: Treaty of Versailles; The Great Depression; The Rise of the Nazi Party; Policy of Appeasement.
- To know key leaders from WWII, including: Adolf Hitler; Neville Chamberlain; Winston Churchill; Benito Mussolini; Franklin Roosevelt.
- To know key experiences of civilians during WWII, including: evacuation; rationing; the Phoney War (September 1939-April 1940); propaganda; air raid shelters; the blitz; the role of women.
- To know the significance and the impact of the holocaust.
- To know the key reasons for the conclusion of WWII, including: Pearl Harbour / USA and the atom bomb; the German army invading Russia during the winter; the D-Day Landings.

Skills

- To construct and use a timeline to organise major events from WWI: 1914-18.
- To use primary sources (letters, real-life accounts, radio recordings, newspaper reports).
- To use historical maps to locate the countries that were part of the alliances on a world map, including: Britain, France, Russia. Also, Germany, Austria-Hungary and Italy (1915 onwards).
- To use questions to interview a visitor as a secondary source to recount life as a soldier in WWI.
- To construct and use two timelines to organise major events from WWII: 1933-1939 and 1939-45.
- To use maps to identify how geographical locations affected different countries during the war. To know difficult countries to defend, being inland, were: Poland, Austria, Holland, France. However, England was easier to defend due to the English Channel.

Reading

War Horse
Boy in the striped pyjamas
Goodnight Mr Tom
Friend or Foe
Anne Frank's Diary (extracts)

Additional Vocabulary

Alliance armistice artillery assassination conscription
home-front nationalism
George V George VI home guard conscientious
objectors

DT Objectives

- Designing and building a board quiz game using electricity (lights and buzzers)**
- To explore and analyse existing products
 - To explore different materials to make their boards
 - To revise simple circuits
 - To use circuit knowledge to make a quiz board
 - To evaluate a finished product

Inspire

- World I / 2:**
- **Significant People and Events: Anne Frank**
 - **Curriculum Reading: The Blitz (including different levels of text)**

Links to PSHE and RE