



The Big Picture

World War 2 shaped the world that we live in today and our appreciation for freedom. The world comes together to celebrate the ending of the war with VE Day and children should understand its importance.

In this topic, children will learn about how the war affected the country as well as our local area and what happened to people during this time. Children will use a range of sources to question their understanding and build their knowledge around this catastrophic event and how to ensure these tragedies are not to be repeated.

What do we already know? Knowledge retrieval:

Build on knowledge from Geography to find the location of the countries involved in the war.

Links with Geography and evaluate how Runcorn has changed over the years.

Year 5/6 History –  
World War 2

Key vocabulary and understanding for concept connectors

war, Allies, Axis, Blitz, D-Day, surrender, rationing,

NC objectives – Key Stage 2

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key unit objectives

Historical Knowledge

- To know when WW2 started and ended.
- To be able to put significant events of WW2 on a timeline e.g Germany invading Poland, Winston Churchill becoming Prime Minister, D-Day, Germany surrender, The Blitz.
- To be able to make links to geographical locations e.g find Germany, Poland, Japan, Italy, America and France on a map and use the locations to help determine whether they would be part of the Axis or the Allies.
- To understand what happened after the war and the effect this left on our local area - links with rationing and DT
- To name significant people relating to the war and their impact of the war i.e Winston Churchill, Adolf Hitler, Neville Chamberlain, Thomas Alfred Jones (local hero) etc <http://www.primaryhomeworkhelp.co.uk/war/leaders.html>
- To understand the role of woman within WW2/war effort and its importance.

Historical Skills

- To create an accurate timeline of events studied within WW2 – being able to identify key dates i.e 1st September 1939 – Hitler’s invasion of Poland.
- Discuss similarities and differences between a time period studied and the times of WW2. What was life like for people? Can you make any connections with other time periods? Vikings invading Britain. Can you find trends with invasions?
- To use sources within lessons and decide if the source is reliable/factual to the time. Use German propaganda to support biased views. Would you use this as an accurate source of factual information?
- To use sources to draw conclusions about the time periods – power of women within the war – what does this tell you about life in Britain whilst the war was happening.
- To decide on an area of interest within the war and research this independently and prepare a presentation to present your findings.
- To use local sources and information to decide what life was like in Runcorn during the War. <http://www.runcornhistsoc.org>.

Key texts:

**A Runcorn history tour** by Jean and John Bradburn

**Runcorn through the ages** by Jean and John Bradburn

Goodnight, Mr Tom – Michelle Magorian