

History Knowledge planner Year 6 World War 2: *building a rich web of powerful knowledge*

Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.
 Understanding of how we know about the past and that we find this out from a range of sources which are interpreted by historians.
 The role of different sources: primary and secondary sources, what makes primary sources valuable, that sources can be unreliable/inaccurate and some of the factors which might make them unreliable.
 Awareness of chronology, especially relating to WW1.

Big ideas/concepts	Key question/s:	Vocabulary (including etymology?)
<p>Turning points - Cracking the Enigma Code</p> <p>Fighting for a cause, taking actions because of circumstances/your ideals.</p> <p>Making difficult decisions - e.g. having the knowledge to save people's lives but not being able to use it.</p> <p>Propaganda/bias</p> <p>Ethics - spying, weapons (e.g. nuclear bomb).</p> <p>National curriculum:</p> <ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>What led to another war after WW1? (Which countries were drawn into this conflict and why?)</p> <p>Who fought alongside Britain? (contributions of people from commonwealth countries)</p> <p>What was it like to be a child during WW2?</p> <p>What was the role of women during the war? What was the lasting impact of this?</p> <p>What happened in Bristol at this time?</p> <p>What was the role of propaganda?</p> <p>The role of technology in the war and its outcomes.</p> <p>What was the Cold War? What is its relationship between World War Two and today?</p> <p>What social legacies have occurred (e.g.</p>	<p>Conflict, combat</p> <p>Appeasement</p> <p>Invasion</p> <p>conscription</p> <p>Axis powers, Allied powers</p> <p>Propaganda</p> <p>evacuation/evacuee (from Latin - emptying)</p> <p>Neutral</p> <p>Conscientious objection, pacifism</p> <p>Airborne</p> <p>Commonwealth/Empire</p> <p>Ration</p> <p>Democracy (from Greek rule of the people) /dictatorship (from Latin judge with absolute authority)</p> <p>persecute</p> <p>Migration (Windrush)</p> <p>Cold War</p> <p>Espionage</p>

	Windrush, Commonwealth)?	
<p>Plans - content, how will we teach this?</p> <p>Use of primary and secondary sources Use of narrative- Nuur-Un-Nissa Inayat Khan</p> <p>Visit- Imperial War Museum Local history - Wellington Bomber, St Andrew's Park https://www.youtube.com/watch?time_continue=268&v=FrM9ICy9-zY&feature=emb_logo http://www.wellingtont2905.co.uk/</p> <p>Timeline events</p>	<p>Other curriculum areas with rich links to concepts or content?</p> <p>English- narratives; diary writing (Nuur-Un-Nissa Inayat Khan); letters; reading - accounts and sources; speaking and listening - Art - propaganda posters, work of war artists, Geography - deepen knowledge of location of countries, Europe/UK contrast study. Maths/computing - code breaking.</p>	<p>Important figures/quotes- the best that has been thought/said/done</p> <p>WW2 leaders and quotes including excerpts from speeches Nuur-Un-Nissa Inayat Khan Alan Turing Anne Frank Gurkhas Allies -Indian Windrush (1948)</p>

