



History

World Wars 1914 – 1945

Year 6 Unit 1

What were the causes and consequences of World War 1 and World War 2?

Intent:

Events which encapsulate family, community, national and global history provide rich opportunities for engaging children. Yet it is perhaps gruelling aspects of the past such as World War I and World War 2 which provide particularly rich opportunities to explore ways in which personal and local stories can be related to their wider context. What follows is based on the firm conviction that these conflicts have a place in the primary classroom with a focus which is appropriate to the age of the children.

Pupils should be taught to:

Study an aspect or theme in British history that extends their chronological knowledge beyond 1066. They will be taught to identify, describe, explain, evaluate 'historical' evidence, critique, justify and reach a judgement/conclusion)
To communicate historically.
To build an overview of world history.
To investigate and interpret the past.

Prior learning:

Year 3	Year 4	Year 5			
Builds on Romans, Anglo-Saxons and Vikings.	Builds on the Battle of Hastings to the end of the Mediaeval Period. 1066 – 1485	Builds on the Victorian British Empire.			

Key Vocabulary:

Tier 2 - Multiple meanings or high frequency

Cause	Consequence	Present	Countries
Effect	Past	Chronology	Invade

Tier 3 - Subject specific

First World War	Trench	Allies	Occupy
Second World War	Combat	Threat	Propaganda

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Propaganda	The word is properly the ablative fem. gerundive of Latin <i>propagare</i> "set forward, extend, spread, increase" The modern political sense ("dissemination of information intended to promote a political point of view") dates from World War I, not originally pejorative and implying bias or deliberate misleading. Meaning "material or information propagated to advance a cause, etc." is from 1929.	Propagation, propagate

Occupy	mid-14c., <i>occupien</i> , "to take possession of and retain or keep," Borrowed from Old French <i>ocupar, occuper</i> "occupy (a person or place), hold, seize" (13c.) or directly from Latin <i>occupare</i> "take over, seize, take into possession, possess, occupy."	
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Idioms and colloquialisms	
	Meaning
Ammo	Ammunition
Body snatcher	Stretcher bearer
Bugwarm	Small trench dugout
Char	Tea – A nice cup of char. From Hindustani ‘char’ or Chinese ‘ch’a. ‘Cha walla’ – one who made tea.

Misconceptions	
Not true	Teach this

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: How did World War 1 start?</p> <p>L.O. TBAT communicate historically.</p>	<p>*Complete the British history time line placing events and dates accurately.</p> <p>* What were the causes of World War One? - BBC Bitesize</p> <p>* What role did the British Empire play in the war?</p> <p>* Who were Britain's allies? Why and how did they help?</p> <p>*In groups, debate the subject of war – Q: Is war the only way to resolve conflict between countries?</p>	1-3
2	<p>Q: What was life like for the soldiers in the trenches?</p> <p>L.O. TBAT build an overview of world history.</p>	<p>*What was life like in a World War One trench? - BBC Bitesize</p> <p>*Children to write a diary entry imagining they are living in a trench during WW1. Discuss emotions, what are they missing from home, what are conditions like etc...</p>	1-6
3	<p>Q: How did World War 2 start?</p> <p>L.O. TBAT communicate historically.</p>	<p>*Britain declares war on Germany - BBC Teach</p> <p>*Write a newspaper article – ‘<i>Britain at war with Germany</i>’.</p> <p>*Research the role that Dover Castle played during the war. What significant operation was planned in Dover and what was the outcome of this?</p>	4-9
4	<p>Q: What impact did the war have upon families left at home?</p> <p>L.O. TBAT build an overview of world history.</p>	<p>*What restrictions were placed upon people at home? Are there any similarities between restrictions then and restrictions imposed during the Covid-19 pandemic?</p> <p>*Explore the changing role of women during the war and reasons for the changes.</p> <p>*Explore how children were affected.</p>	7-12
5	<p>Q: How was propaganda used in WW1 and WW2?</p> <p>L.O.TBAT investigate and interpret the past.</p>	<p>*How was propaganda used in World War One? - BBC Bitesize</p> <p>*History KS2: How propaganda was used during World War Two - BBC Teach</p> <p>*Create a propaganda poster.</p>	10-15

6	<p>Q: What is the significance of Remembrance Day?</p> <p>L.O. TBAT communicate historically.</p>	<p>* Research the significance of the number 11, what do poppies signify? Why do we remember this day? What other facts are important.</p> <p>*Read the poem <i>'Dulce et Decorum Est'</i> by war poet Wilfred Owen. What images and emotions are evoked?</p> <p>*Create a picture to accompany the poem.</p>	13-18
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**Trip suggestions – Dover Castle war tunnels, Shepherdswell Trenches, Imperial War Museum.