

What was the impact on children during WW2?

History - Year 6

Knowledge organiser

Teaching focus: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British History

Learning Lens: Impact on Life in Britain

Previous Knowledge

Why did the Vikings move to Britain?

Project Hook or 'Wow' memory

A trip to the Steam museum and make an Anderson Shelter in the school grounds.

Learning Steps

Key Knowledge (answers)

How did children know that there was a threat of war?

Fathers, brothers were leaving to go to war. Children had to wear gas masks and retreat to Anderson Shelters when there was a threat of attack. Bombing raids.

What visual prompts did children see to know there was a war on?

Make do and mend. Donate Rags. Grow their own. Eat in moderation. Drink Milk. How to stay safe. Recruitment posters.

Why were children evacuated?

Evacuation was the biggest disruption to children's lives. The government's voluntary evacuation scheme saw many children sent to places of safety. Some children who were not evacuated lived in emergency pre

How did children's diets change?

Everyone had to cope with food shortages. Britain had to become self sufficient and food couldn't be imported. Children's diets changed and nothing was wasted. Children worked on the land and had more responsibility.

Did children still play during the war?

Many children who were between 14 and 17 were in full time employment. Cinemas were very popular. Games were very popular. Children made their own toys. Children would enjoy looking for shrapnel— WW2 was quite an exciting time for children. Children had an element of freedom.

The key skills we want pupils to use during this topic:

Chronology— Use key timelines to demonstrate changes related to the Learning lens. Use times to place events and periods.

Knowledge and Understanding— Identify how aspects of life have changed during a period of time and give reasons why by backing it up with evidence (artefacts).

Historical contexts— Give reasons why there may be different accounts of history looking at propaganda. Evaluate the usefulness and accuracy of different sources. Using primary resources.

Key vocabulary

Evacuation

The action of evacuating a person or a place

Propaganda

Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

Rationing

Allow each person to have only a fixed amount of food.

Shrapnel

Fragments of a bomb, shell, or other object thrown out by an explosion

Nazism

The political principles of the National Socialist German Workers' Party

Agriculture

The cultivation of the soil for the growing of crops

Prefabricated Homes

Buildings which are manufactured off-site in advance which can be easily shipped and assembled.

Final Written Outcome

Children to write a narrative about a child living during this period. Alternatively, they could write it in the format of a diary.

Alternative Outcome:
Dr Who—to go back in time and report what you have seen.

