



History- Year 6

Autumn 1 – The World at War

In History I have already learnt:

To use sources such as: photographs, pictures, statues, monuments, plaques, artefacts, diaries, fiction, first-hand accounts, biographies, maps, and virtual tours to find out about the past.

That some historical sources may be biased and why this is so.

To place important people and events from the past on a timeline.

That the lives of people who lived at a time in history could be the same and different.

To explain why the people I have learnt about are important and why they are remembered.

Working class, chronological order, significant events, achievements, legacy, citizens, politics, army, navy, compulsory.

Historical enquiry

I can use **radio recordings** from people who lived during WW2 to find out about what happened and the impact it had on people.

I can use **literature written during and after WW2** to find out about the impact of WW2 on people.

I can use **replicas of advertising posters** and **government information materials** to understand propaganda.

I can use my knowledge to suggest what **historical artefacts** may have been used for.

I can draw conclusions about the reliability and usefulness of these different sources.

Chronological knowledge

I can place the main events of WW2 on a timeline.

I can use my knowledge of chronology to suggest which of the events in the lead up to the war were most important.

Changes in the past

I can explain how and why the lives of women and men during WW2 changed.

I can explain how the lives of women changed at the end of the war.

I can explain how and why the lives of children during WW2 changed.

I can explain how and why the Blitz occurred.

I can explain how and why the Holocaust occurred.

Similarities and differences

I can compare people's experiences of evacuation and use this to draw conclusions.

I can compare propaganda from Britain and Germany.

Historical significance

I can explain the historical significance of the Holocaust, Evacuation, the changes of roles for women and the Blitz

New History words:

Nazi, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, Allies, Axis Powers, Treaty of Versailles, German bombers, civilians, Evacuation Scheme, evacuee, Blitz, air raid, German air force, Luftwaffe, industrial areas, Anderson shelter, Morrison shelter, gas rattle, ARP warden, blackouts, gas mask, Auxiliary Territorial Army, Women's Auxiliary Air Force, Women's Land Army, Holocaust, Anne Frank, anti-Semitism, prejudice, genocide, scapegoat, discrimination, persecution, propaganda, rationing, dictator.



Sir Winston Churchill



Evacuee Child with Gas Mask

