

History – Year 6, Unit 1 Conflicts through time

Enquiry Questions:

What were the causes of WWI and WWII?

How did Britain change through conflicts?

What do historical sources teach us about the world wars?

NC/PoS: Conflicts through time

- 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 900-130

Prior Learning (what pupils already know and can do)

- Can locate European countries Greece, Spain, France, Russia, Italy, Germany, Norway, Switzerland, Poland on a map (LKS2 geography unit).
- Know democracy means the government is run by the people (adults vote).
- Know 'invasion' means an aggressive act to try and take control (with an army).

End Points (what pupils MUST know and remember)

- Know Britain has been involved in many wars since 1066 including WWI and WWII.
- Know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI.
- Know what life was like in the World War 1 trenches
- Know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops.
- Know the factors that led to the end of WW1.
- Know that the Treaty of Versailles had conditions that contributed to the start of WW2.
- Know leaders during WWII including Adolf Hitler was elected as the leader of Germany but he later became a dictator.
- Know that invasions are a struggle for power.
- Know that London, Liverpool and Warrington (settlements) were bombed during WWII.
- Know that the Battle of Dunkirk and the Battle of Britain were significant turning points in the war.
- Know how WW2 affected the citizens who stayed at home.

- Know how the war came to end in Europe and in Japan.

Session 1: Why do we have Remembrance Day? What was life like in the trenches of World War 1? Should the Government have banned Wilfred Owen's poem, "Dulce et decorum est?" What do historical sources teach us about wars?

Ask the children to discuss in pairs why they think we have Remembrance Day.
 Tell the children that we have it to commemorate the end of World War I on November 11, 1918, and to honour all those who have died in wars and conflicts.
 Tell the children that between 1066 and 1707 that England stood alone and was independent of Scotland and Wales.
 Tell them that Britain was unified in 1707
 The children work in pairs to use chat GPT to research how many wars England was involved in between 1066 and 1707 (over 600 years – around 30 conflicts) and how many wars Britain was involved in after 1707 until now (just over 300 years – around 200 conflicts).
 Ask the children why they think there have been so many more wars since Britain unified in such a small time.
 Tell the children that this was because Britain was building an Empire.
 Show children a map of the territories ruled by Britain at the height of the British Empire.
 Ask the children what they think a World War is.
 Explain that a World War is a war involving many large nations in all different parts of the World.
 Tell the children that today we are going to be investigating the horrible conditions soldiers faced in the trenches of World War 1 by studying a poem.
 Tell the children they will be analysing a poem by Wilfred Owen about life in the trenches.
 Before showing the short video, ask the children if they know what shell shock is – tell them that it was a condition that soldiers suffered because of their experiences in the trenches and that it is like the condition of PTSD known today.
 Show the video and then read the poem.
 Tell the children that this poem was banned by the Government.
 Ask the children why they think it was banned.
 If necessary, ask the question – to keep the war going, what did the Government constantly need more of? (soldiers)
 Show the children the primary historical sources from the Government encouraging people to enlist.
 The children then analyse the primary source poem and match figurative language to its literal meaning.
 Discuss the importance of the sources we have looked at today – why are they significant? What have they told us about information that is provided to us? How will knowledge of these sources impact people's decisions to enlist for war today?

Session 2: Chronological knowledge

Review prior learning and build a chronological timeline of previous units (Stone Age, Iron Age, Bronze Age, Ancient Greece, Romans, Anglo-Saxons, Vikings)

Consolidate chronology of struggles for power/ conflicts in prior learning. What were the struggles over?

Session 3: **Why has Britain been involved in conflict?**

Order these chronologically onto a timeline.

Look at the claimants to the throne and their claims (monarchy and power) in the Norman Conquest.

Key Vocabulary: invasion, invade, causes,

Look at the causes of WWI - Assassination of Franz Ferdinand.



Propaganda posters with patriotic messages to men to enlist appeared all around Britain. Children would have witnessed men enlisting by taking the oath to King and country and then perhaps training locally before leaving for war.

They would have also noticed a change in the role of women, with many taking up traditional male roles, such as manufacturing shells for the front in munitions factories.

<https://www.youtube.com/watch?v=YBeIDO2ggew&t=9s>



Rationing

German U-boats began disrupting the overseas food supply, so rationing was introduced. Children would also have been involved in growing food in their own gardens and in school playing fields that were ploughed to grow things such as potatoes.

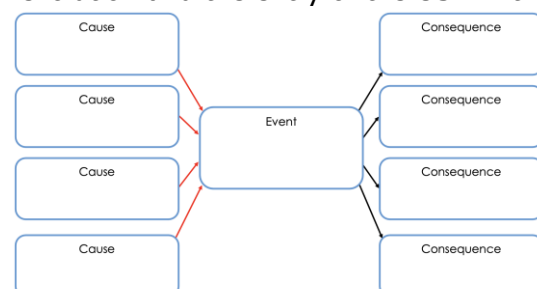


Bombing

Children living in towns and cities in the east of England, such as Scarborough, would have experienced attacks from German battleships, which caused many deaths and much destruction. In London, there were air raids carried out by Zeppelin airships.



Investigate causes and consequences and how problems in Germany, the Russian revolution and the entry of the USA in the war eventually led to the end of the war.



Children could write newspapers articles to announce the end of the war and how it came to an end.

Key Vocabulary: assassination, catalyst military, political, society, allies, truce, armistice

Session 6: **How did World War I impact World War II?**

Look at the Treaty of Versailles and post WWI Germany.

Introduce Adolf Hitler and the Nazi Party, exploring how he became a dictator, including the use of propaganda.

Explore the question - What is propaganda and how was it used in both Germany and England?

Explore the causes of WWII and the key leaders (including King George VI, Churchill, Roosevelt & Trueman).

Discuss – Why was Churchill so overwhelmingly popular as a leader? Discuss his leadership and how he rallied the nation together with powerful speeches.

<https://www.youtube.com/watch?v=Z9amZ8McoBA>

https://www.youtube.com/watch?v=KdAD0bo_tNA

"What General Weygand called the Battle of France is over. I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us.

Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science.

Let us therefore brace ourselves to our duties, and so bear ourselves that if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'"

Winston Churchill
Prime Minister of the United Kingdom
Speech delivered in the Houses of Parliament at Westminster
18 June 1940



Investigate Dunkirk and how the rescue of troops meant that the war did not end prematurely. <https://www.youtube.com/watch?v=-Hcb7m4Zn0k>

Map work – locate allied forces and Axis Powers



Key Vocabulary: treaty, economic, allies, dictatorship, democracy, propaganda, bias

Session 7: **What were the impacts of WWII on settlements?**

Investigate how the Battle of Britain was a major turning point in the war as it was the first time Germany and not won a battle.

<https://www.youtube.com/watch?v=bIP7vPjZEWU>

<https://www.youtube.com/watch?v=RXSRMpjiOjk>

Discuss the following sources - What do they tell us about what Hitler thought he needed to do before the invasion?

**The Führer and Supreme Commander of the Armed Forces
Führer Headquarters,
16 July 1940.**

Directive No. 16 On preparations for a landing operation against England

'Since England, in spite of her hopeless military situation, shows no signs of being ready to come to an understanding, I have decided to prepare a landing operation against England and, if necessary, to carry it out. The aim of this operation will be to eliminate the English homeland as a base for the prosecution of the war against Germany and, if necessary, to occupy it completely.

I therefore order as follows:

The landing will be in the form of a surprise crossing on a wide front from about Ramsgate to the area west of the Isle of Wight. Units of the Air Force will act as artillery, and units of the Navy as engineers. The possible advantages of limited operations before the general crossing (e.g. the occupation of the Isle of Wight or of the county of Cornwall) are to be considered from the point of view of each branch of the Armed Forces and the results reported to me. I reserve the decision to myself. Preparations for the entire operation must be completed by the middle of August.'

Adolf Hitler
Führer and Reich Chancellor

**Comparison of Royal Navy and German
Kriegsmarine ships in June 1940**

	Royal Navy	Kriegsmarine
Battleships	15	2
Aircraft carriers	7	0
Cruisers	65	8
Destroyers	181	22
Minesweepers	44	0
Submarines	65	56
Escorts	54	0

**Comparison of Royal Air Force and German
Luftwaffe aircraft in June 1940**

	Royal Air Force	Luftwaffe
Fighter aircraft	1,032	1,137
Bomber aircraft including dive bombers	232	1,385

Explain how The Royal Navy was the strongest navy in the world, while the German navy was much weaker. In 1940, Britain's Royal Navy had more than five times as many ships as Germany and could easily destroy the slow boats and barges needed to carry the German army across the English Channel. However, the Luftwaffe (German air force) had strength in the skies. Hitler realised that for the invasion to succeed, the Luftwaffe first had to defeat the Royal Air Force. If the Germans controlled the skies, their planes could attack Royal Navy ships and protect the invading soldiers as they crossed to England.

On 10 July 1940, Hitler ordered the Luftwaffe to launch the Battle of Britain. The aim was to quickly gain control of the skies so that an invasion of Britain could begin. Hermann Göring, the Commander in Chief of the Luftwaffe, believed the German air force would win in just three days. However, the battle lasted 12 weeks and ended with victory for the Royal Air Force, forcing Hitler to abandon his invasion plans.

Discuss – why, in the face of incredible odds, did Britain succeed in defeating the Germans? Explore a range of historical image sources which show how Britain succeeded.

British anti-aircraft artillery



The British Royal Observers Corp



One of 21 radar transmitters in southern Britain



a British radar operator at RAF Fighter Command headquarters



Plotters marking the position of incoming Luftwaffe aircraft at RAF Fighter Command headquarters



RAF Supermarine Spitfire fighter



Discuss how after the Battle of Britain, the German Army carried out continuous bombing attacks of major towns and cities, which became known as the Blitz.



Look at London and Liverpool Blitz and the impact on the cities, including how it led to evacuation and the mass production of air-raid shelters.

Discuss the two historical sources below which gave instructions on what to do in an invasion – What does this suggest about Britain's feelings towards the war?

Dear Norman Brook,

With reference to your letter of the 14th February to Colonel Houlis on plans for getting the public keyed up to a proper state of preparedness, I have held up the answer to your letter until the Chiefs of Staff have considered a report by the Vice Chiefs on the scale and likelihood of invasion.

2. The Chiefs of Staff consider that the Germans could not mount a full scale invasion without giving a number of indications of their final preparations. Starting from the position at the present moment, they think we shall obtain these indications during a period of about two or three weeks prior to the earliest date at which the expeditions could be launched. It must be emphasized, however, that the fact that all preparations have been made does not necessarily signify that invasion will be launched immediately, or even that it will be launched at all. It might be kept mounted for a considerable period, during which it could start at any time and at a few hours notice. We cannot be sure of getting information of the start of the expeditions.

3. The Chiefs of Staff are anxious that a voluntary flow of evacuation from the coastal areas should begin from about the 1st April, as weather conditions after this are favourable for invasion. They recommend that the public should have been made "invasion conscious" by this date and that they should also be made to realize that the danger period for invasion may well last throughout the summer months.

British government plans relating to a possible invasion, March 1941:

SECRET.

INSTRUCTIONS TO BE GIVEN TO THE PUBLIC THROUGH THE B.B.C. ON "ACTION STATIONS".

This is a message for everyone who lives or works in London or may find himself there in the near future. By London is meant the Metropolitan Police District or the City of London.

If invasion comes, London itself might be attacked, perhaps quite suddenly, by air-borne troops landing on open spaces in or near London. If this should happen it might be necessary for a short time to stop all vehicles over a wide area in order that the Military Command, after getting some idea of how the attack was likely to develop, might have the roads clear to deal with it. The signal for this traffic stop will be the sirens, which will sound their steady note for five minutes, instead of for one minute as they do for the "All Clear". On this signal all vehicles must stop, except civil defence and public utility vehicles on vitally urgent service. These must be ready to obey whatever orders the police give.

If you hear this signal when you are driving a vehicle you must drive up on to the pavement, or, if there is no pavement, to the edge of the road, and wait until the police tell you what to do. Stay with your car, or as near as you can with safety. Do not immobilise it unless told to do so.

Buses and trams will stop as soon as they get to the nearest collecting point, where they will await orders. Trams will go on running.

Pedestrians and cyclists need not stop, but should go on to their destinations. Passengers by train who have reached their stations, and passengers by bus whose buses have stopped should also go on to their destinations. If they cannot do this, they should ask permission to wait in a house or other building nearby – and in any case they should not wait in crowds at stations or bus stops.

Instructions to be broadcast on the BBC in the event of an invasion 1940:
<http://www.nationalarchives.gov.uk/education/worldwar2/theatre-of-war/western-europe/investigation/invasion/sources/docs/5/>

Look at some authentic historical evidence and sources to understand what it was like to live in cities affected by the Blitz and understand that people were still able to remain positive in very difficult times. Analyse these primary accounts and find good and bad experiences/reactions from the evidence they provide.

Further local study:

Was Warrington bombed during WWII?
 Investigate links to Warrington (RAF Burtonwood)

Key Vocabulary: evacuation, air raids, rationing, the war effort, morale

Session 8: What caused the end of World War 2?

Research the events that led to the end of the war in Europe.

https://www.youtube.com/watch?v=q_G8YYuk2Zk

Look at the celebrations of VE day in Britain.

<https://www.youtube.com/watch?v=vuEf9xMmYuo>

Research how the Allies dropped nuclear bombs on Japan to force a surrender and end the war.

Children could compile balanced arguments about whether it was the correct decision to drop the nuclear bombs.

Key Vocabulary: surrender, nuclear

Future learning this content supports:

- Ideas, political power, industry and empire: Britain, 1745-1901 KS3
- Challenges for Britain, Europe and the wider world 1901 to the present day KS3