



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 Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops.
- Know what life was like in the trenches of WWI.
- Know the factors that led to the end of WWI.
- Know that the Treaty of Versailles had conditions that contributed to the start of WWII.
- 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 WWII 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?**

Substantive knowledge: To understand what life was like in the trenches.

Disciplinary knowledge: Investigating Sources – historical enquiry and source analysis asking questions and constructing arguments about life in the trenches and whether the government should have banned the poem "Dulce Et Decorum Est".

Discuss in pairs - Why do we have Remembrance Day?

Discuss how we have Remembrance Day to commemorate the end of World War I on November 11, 1918, and to honour all those who have died in wars and conflicts.

"All locomotion should cease, so that, in perfect stillness, the thoughts of everyone may be concentrated on reverent remembrance of the glorious dead." - King George V

Tell the children that between 1066 and 1707 England stood alone and was independent of Scotland and Wales, but Britain was unified in 1707.

In pairs, children research how many wars England was involved in between 1066 and 1707 (around 30 conflicts over 600 years) and how many wars Britain was involved in after 1707 until now (around 200 conflicts over 300 years).

Ask the children why they think there have been so many more wars since Britain unified in such a small time. Discuss how this was because Britain was building an Empire.

Map work - Show children a map of the territories ruled by Britain at the height of the British Empire. Do they recognise any of these countries? Are they still part of the British Empire?

Discuss – What is a World War? Explain that a World War is a war involving many large nations in all different parts of the World.

Discuss the use of trenches in the world wars -

<https://www.bbc.co.uk/bitesize/topics/z6qr239/articles/z8sssbk#zb277yc>

<https://www.bbc.co.uk/teach/class-clips-video/articles/z4hmhbk>



Soldiers were encouraged to wash their feet regularly and often had their feet inspected.



Soldiers were not allowed to sleep in the afternoon during daylight and at night for an hour or so. During the day they were often bored and played card games.



Soldiers found themselves working in dirty and unpleasant conditions, especially when the weather was bad.



Many soldiers found themselves having to share their trenches with packs of rats.

Tell the children that today they are going to be investigating the horrible conditions soldiers faced in the trenches of World War 1 by studying and analysing a poem about life in the trenches.

Introduce the soldier poet Wilfred Owen.

<https://www.bbc.co.uk/teach/class-clips-video/articles/z4676v4>

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.

Read the poem 'Dulce et Decorum Est.'

Dulce et Decorum Est.

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoarse
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys! An ecstasy of fumbling
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime.
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est Pro patria mori.

Wilfred Owen.

Discuss – why do the children think this poem was banned by the Government?

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.
<https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters>



Children could 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**

Substantive knowledge: Know that Britain has been involved in many wars since 1066 including WWI and WWII. Know that an invasion is a struggle for power.

Disciplinary knowledge: Chronology & Cause and Consequence – What caused the conflicts? What happened as a result of the conflicts?

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?

Key Vocabulary: Chronology, conflict, power struggle

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

Substantive knowledge: Know that Britain has been involved in many wars since 1066 including WWI and WWII. Know that an invasion is a struggle for power.

Disciplinary knowledge: Chronology & Cause and Consequence – What caused the conflicts? What happened as a result of the conflicts?

Working backwards from today, look at conflicts Britain has been involved in since 1066 including the Norman Conquest (Battle of Stamford Bridge & Battle of Hastings), The Troubles, The Falklands, The English Civil War, WWII, WWI.

Order these chronologically onto a timeline.

Investigate the causes of the conflicts.

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

Recap how England was involved in many wars before the unification of Britain, but once Britain was established, Britain was involved in significantly more wars as it was building an Empire.

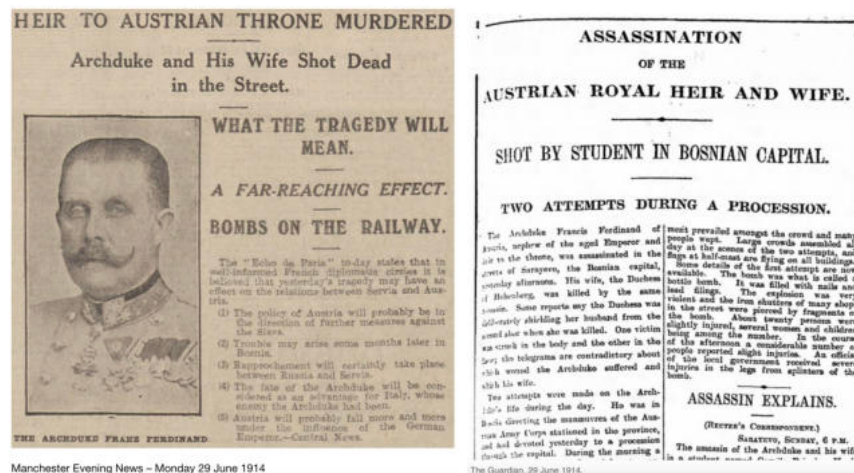
Key Vocabulary: invasion, invade, causes,

Sessions 4 and 5: **What caused World War I and what factors led to the end of the war?**

Substantive knowledge: Know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI. 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 WWI.

Disciplinary knowledge: Cause and Consequence – What factors led to WWI? What were the consequences of these factors? How did life change as a result of the war? Significance – Which key figures were significant in WWI? Why were they significant? Investigating sources – What do historical sources tell us about the war?

Look at the causes of WWI - Assassination of Franz Ferdinand and countries alliances.



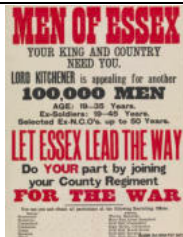
Explore the key leaders during WWI (including King George V).

Look at the life of Walter Tull (previously learnt in Y2) and discuss why he was a significant figure during the war.

Explore how the lives of children and adults changed in Britain during WWI. Use primary sources to investigate how the war affected children, including the role of men and women, rationing and bombing. Encourage children to identify and suggest reasons for the changes. – Archie's Scrapbook.

Role of men and women

<https://www.youtube.com/watch?v=YBeID02ggew&t=9s>



Rationing



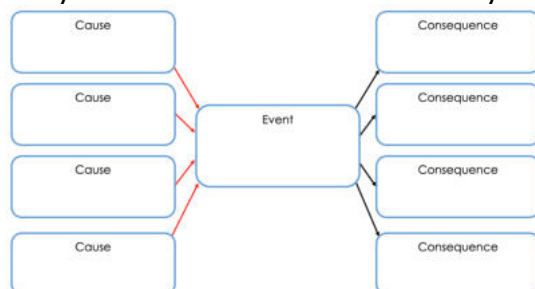
Bombing



Discuss the Christmas Truce – what does this tell us about the soldier's feelings about the war?



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?**

Substantive knowledge: Know that the Treaty of Versailles had conditions that contributed to the start of WWII. 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 the Battle of Dunkirk and the Battle of Britain were significant turning points in the war.

Disciplinary knowledge: Cause and Consequence – What factors led to WWII? What were the consequences of these factors? How did life change as a result of the war? Significance – Which key figures were significant in WWII? Why were they significant? What impact did they have nationally and internationally? Investigating sources – What do historical sources tell us about the war? What role did propaganda play in the war?

Look at the Treaty of Versailles and post WWI Germany.

Discuss – which of the 'Big three' leaders do you agree with? How should Germany have been treated? <https://www.bbc.co.uk/bitesize/articles/zxjg3j6#zj84r2p>

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?
<https://www.nationalarchives.gov.uk/explore-the-collection/explore-by-time-period/second-world-war/second-world-war-propaganda-posters/>



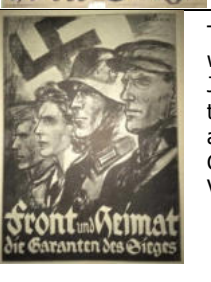
Protect
your
Homeland!



This is another common World War II poster. The caption: "Adolf Hitler is victory!" It was withdrawn from circulation after the defeat at Stalingrad.



This mid-1930s poster says, "The NSDAP [Nazi Party] protects the people. Your fellow comrades need your advice and help, so join the local party organization."

	The text of this 1940 poster reads: "Youth Serves the Führer. All 10-year-olds into the Hitler Youth." Membership in the Hitler Youth had become mandatory in 1936.		The caption of this 1940 poster translates: "Victory is with our Flags."		This poster was released in summer 1940. German morale reports found that it was effective. The text translates as: "Smash the Enemies of Greater Germany!"
	This poster was issued during the summer of 1943. The text translates as: "Build Weapons for the Front."		This was a poster issued in January 1941. The translation: "Front and Homeland: The Guarantee of Victory."		

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?**

Substantive knowledge: Know leaders during WWII including Adolf Hitler was elected as the leader of Germany but he later became a dictator. 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 WWII affected the citizens who stayed at home.

Disciplinary knowledge: Cause and Consequence – Why did the Battle of Britain and Blitz occur? How did life change as a result of these events? Significance – Which key events were significant in WWII? Why were they significant? What impact did they have on the war? Investigating sources – What do historical sources teach us about the war?

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

<https://www.youtube.com/watch?v=blP7vPjZEWU>

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

Interactive features exploring pilot roles and dogfights -

<https://www.bbc.co.uk/teach/articles/z7m3t39>

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	1,185



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



British factory making RAF Spitfire and Hurricane fighters



RAF Bomber Command Lancasters on a bombing mission over Germany

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.

<https://www.bbc.co.uk/teach/articles/zn6gpg8>

<https://www.youtube.com/watch?v=gdNb8MakpLg>



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 Hollis 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, weather conditions after this date 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 five 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/ww2/teachers/2/themes/2/sex/2western-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 – recap from Year 2)

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

Session 8: **What caused the end of World War II?**

Substantive knowledge: Know that invasions are a struggle for power. Know that the Battle of Dunkirk and the Battle of Britain were significant turning points in the war. Know how WWII affected the citizens who stayed at home. Know how the war came to end in Europe and in Japan.

Disciplinary knowledge: Cause and Consequence – What factors led to the end of WWII? What were the consequences of these factors – how did these end the war? What were the consequences of the nuclear bomb? Significance – Which key events were significant to the ending of WWII? Why were they significant? What impact did they have nationally and internationally? Investigating sources – What do historical sources tell us about the war?

Research the events that led to the end of the war in Europe, including the Germany invasion of the Soviet Union, the attack on Pearl Harbour, and the D-Day landings.

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