



# Outcomes - Y6 - Battles, Blackouts and the Blitz

## History



Knowledge Outcomes	Skills Outcomes (as informed by history skills wheel)	Attainment Criteria	Attainment (circled)
<ul style="list-style-type: none"> <li>Name countries within the Central Powers alliance</li> <li>Name countries within the Triple Entente</li> <li>Explain who Archduke Franz Ferdinand was and his role in the start of WW1</li> <li>Understand where WW1 fits within a historical timeline</li> </ul>	<ul style="list-style-type: none"> <li>Link to map and atlas work (geography skills wheel)</li> <li>Develop chronological understanding</li> <li>Explain cause and consequence</li> </ul>	<p><b>WTS</b> - pupils can use given materials/prompts to sort the countries involved in WW1</p> <p><b>EXS</b> - pupils can identify the origins of WW1, identifying some of the countries involved and the sides that they were on; they understand where WW1 fits within a wider historical timeline</p> <p><b>GDS</b> - pupils can show a comprehensive understanding of the origins of WW1, forming a judgement or argument, and validating this with a range of historical sources and information</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Explain what trench warfare is</li> <li>Describe what life was like for the soldiers on the Western Front</li> <li>Understand why the Battle of the Somme was significant</li> <li>Understand why the Battle of Passchendaele was significant</li> </ul>	<ul style="list-style-type: none"> <li>Develop chronological understanding</li> <li>Interpret and use different sources of information</li> <li>Identify characteristic features and change</li> <li>Explain cause and consequence</li> </ul>	<p><b>WTS</b> - pupils can identify and explain what life was like for soldiers on the Western Front; they can recall some key information about the Battle of the Somme and the Battle of Passchendaele</p> <p><b>EXS</b> - pupils can compare and contrast the Battle of the Somme and the Battle of Passchendaele</p> <p><b>GDS</b> - pupils can confidently use their understanding, and historical sources and information, to determine the significance of the Battle of the Somme and the Battle of Passchendaele</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Name a technology that was used for the first time during WWI</li> <li>Discuss how technology changed warfare during WWI</li> <li>Justify ideas using sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and use different sources of information</li> <li>Identify characteristic features and change</li> <li>Explain cause and consequence</li> </ul>	<p><b>WTS</b> - pupils can list some key technological advancements</p> <p><b>EXS</b> - pupils can explain key technological advancements and their impact</p> <p><b>GDS</b> - pupils can form a judgement about the technological advancements which they consider to be most effective/significant</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Describe the roles of horses in WWI</li> <li>Name another type of animal used in WWI and its role in the war</li> <li>Discuss the advantages and disadvantages of using animals in war</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and use different sources of information</li> <li>Recognise different viewpoints</li> <li>Identify characteristic features and change</li> </ul>	<p><b>WTS</b> - children can list some of the animals used in WW1, and identify their roles</p> <p><b>EXS</b> - children can list the animals used in WW1, and their roles, and discuss the advantages and disadvantages of this</p> <p><b>GDS</b> - pupils show a comprehensive understanding of how and why animals were used in WW1; they can make a judgement about the animal that they consider to have had the greatest impact, explaining this</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Describe how women and children supported the war effort from home</li> <li>Define propaganda and explain how it was used in the war</li> <li>Name changes that happened in Britain as a result of WW1</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and use different sources of information</li> <li>Identify characteristic features and change</li> <li>Ask and answer questions</li> </ul>	<p><b>WTS</b> - pupils can recall some ways in which women and children supported the war effort from home</p> <p><b>EXS</b> - pupils can explain how women and children supported the war effort from home; they understand the concept of propaganda and can explain its impact</p> <p><b>GDS</b> - pupils can compare and contrast the roles of different individuals during wartime; they can evaluate changes in Britain as a result of WW1</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>

<ul style="list-style-type: none"> <li>Identify the date of armistice day for WW1</li> <li>Describe what the Treaty of Versailles was</li> <li>Identify changes in Europe following WW1</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristic features and change</li> <li>Explain cause and consequence</li> <li>Communicate and present findings</li> </ul>	<p><b>WTS</b> - children can recall the date of armistice day and describe what it stands for</p> <p><b>EXS</b> - children can explain the significance of the Treaty of Versailles and armistice day; they show a clear understanding of how we continue to commemorate wartime efforts</p> <p><b>GDS</b> - children evaluate the overall effectiveness of the Treaty of Versailles and changes on a wider scale (Europe) as a result of WW1</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Understand why WW2 started and who its leaders were</li> <li>Develop an understanding of who Churchill was and his significance as a leader</li> <li>Understand some of the events leading up to the Battle of Britain, including the countries involved and the roles that they played</li> <li>Understand where WW2 fits within a historical timeline</li> </ul>	<ul style="list-style-type: none"> <li>Link to map and atlas work (geography skills wheel)</li> <li>Develop chronological understanding</li> <li>Explain cause and consequence</li> </ul>	<p><b>WTS</b> - pupils can use given materials/prompts to sort the countries involved in WW2</p> <p><b>EXS</b> - pupils can identify the origins of WW2, identifying some of the countries involved and the sides that they were on; they understand where WW2 fits within a wider historical timeline</p> <p><b>GDS</b> - pupils can show a comprehensive understanding of the origins of WW2, forming a judgement or argument, and validating this with a range of historical sources and information</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Explain when, where and why children were evacuated in WW2</li> <li>Understand what life was like for evacuees living in the country and explore the emotions felt</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different viewpoints</li> <li>Identify characteristic features and change</li> <li>Ask and answer questions</li> </ul>	<p><b>WTS</b> - pupils can describe why children were evacuated during WW2, and can identify some of the key items that they might have taken with them</p> <p><b>EXS</b> - pupils can empathise with the experiences of wartime evacuees and discuss the emotions faced</p> <p><b>GDS</b> - pupils can compare and contrast the concept of evacuation with the experiences of modern day refugees</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Describe how people's diets were different during WW2</li> <li>Answer questions about the implementation of rationing</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and use different sources of information</li> <li>Identify characteristic features and change</li> <li>Ask and answer questions</li> </ul>	<p><b>WTS</b> - pupils can describe the concept of rationing and choose items that they might prioritise or be able to purchase</p> <p><b>EXS</b> - pupils can demonstrate their understanding of rationing by planning a week's worth of meals and justifying their choices</p> <p><b>GDS</b> - pupils can evaluate the importance of rationing in ensuring equality and fairness in terms of resource distribution</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Explain what the Holocaust was and describe key events that happened</li> <li>Identify some of the atrocities that happened in concentration camps</li> <li>Ask questions about the Holocaust and the issues it raises</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and use different sources of information</li> <li>Identify characteristic features and change</li> <li>Explain cause and consequence</li> <li>Ask and answer questions</li> </ul>	<p><b>WTS</b> - children can recall some key information and facts about the Holocaust</p> <p><b>EXS</b> - children show a comprehensive understanding of the conditions of concentration camps, the events of the Holocaust, and the impact on the Jewish people</p> <p><b>GDS</b> - children can evaluate the detrimental effect that the Holocaust had, and recognise the negative impact that such conditions and extremist viewpoints had</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Explain the significance of D-Day</li> <li>Identify the events that led to the end of WW2 and VE Day</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and use different sources of information</li> <li>Identify characteristic features and change</li> <li>Explain cause and consequence</li> </ul>	<p><b>WTS</b> - children can recall some key information about D-Day and VE Day</p> <p><b>EXS</b> - children can explain the significance of D-Day and VE Day</p> <p><b>GDS</b> - children evaluate the overall effectiveness of D-Day</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<b>Overall attainment judgement:</b>			



## Recall Tasks - Y6 - Battles, Blackouts and the Blitz

### History



Theme/focus	WTS	EXS	GDS
The origins of WW1	<b>Sort</b> the countries into the relevant sides (the Central Powers and the Allied Powers)	<b>Explain</b> how WW1 started and identify some of the countries involved, and the sides that they were on	WW1 wouldn't have started if it hadn't been for Archduke Franz Ferdinand. Do you agree or disagree? <b>Argue</b>
Trench warfare and the Western Front	Imagine that you are a soldier who has experienced fighting at both the Battle of the Somme and the Battle of Passchendaele. <b>Write</b> a paragraph or letter explaining your experiences	<b>Compare</b> and <b>contrast</b> the Battle of the Somme and the Battle of Passchendaele	The Battle of the Somme was more significant than the Battle of Passchendaele. Do you agree or disagree? <b>Argue</b>
Technology	<b>List</b> 3 key technological advancements during WW1	<b>Explain</b> some of the key technological advancements from WW1 and outline the impact that they had	<b>Select</b> the technological advancement that you feel had the biggest impact during WW1; <b>convince</b> me of this
Involvement of animals	<b>List</b> 3 animals used during WW1 and <b>describe</b> how they were used	<b>Explain</b> the advantages and disadvantages of using animals to support the war effort	<b>Select</b> the animal that you feel had the biggest impact during WW1; <b>convince</b> me of this
Life for women and children at home	<b>List</b> 3 ways in which women and children supported the war effort from home	<b>Create</b> your own propaganda poster that could have been used during WW1	Women and children's roles at home were just as significant as soldiers and nurses on the Western Front. Do you agree or disagree? <b>Argue</b>
The end of WW1	<b>List</b> the date of armistice day and <b>describe</b> what it marked	<b>Explain</b> the purpose of the Treaty of Versailles and how we continue to commemorate wartime efforts today	<b>Evaluate</b> the impact of the Treaty of Versailles and the changes in Europe following WW1
The origins of WW2; Winston Churchill as a significant individual	<b>Sort</b> the countries into the relevant sides	<b>Explain</b> how WW2 started and identify some of the countries involved, and the sides that they were on	WW2 wouldn't have started if it hadn't been for Adolf Hitler invading Poland. Do you agree or disagree? <b>Argue</b>
Evacuees	<b>Draw</b> the items in the suitcase template that you might have taken with you as an evacuee	<b>Write</b> a letter to a friend explaining your preparation for evacuating, and the different emotions that you are facing	<b>Compare</b> and <b>contrast</b> the concept of being an evacuee with being a refugee

Rationing	<i>Select the items that you would prioritise purchasing with your ration tokens</i>	<i>Plan a week's worth of meals using your understanding of wartime food and rationing</i>	<i>Rationing was essential to ensure that people got equal access to clothes, food and fuel during WW2. <b>Convince me</b></i>
The Holocaust	<i>Create an information poster about the Holocaust</i>	<i>Create a newspaper article about the Holocaust, with consideration for different historical sources and information</i>	<i>Do you think children should be separated because they have different beliefs? What problems could arise if people only met others who had the same beliefs? <b>Debate</b></i>
D-Day, the end of WW2 and VE Day	<i>Describe what the D-Day landings were</i>	<i>Explain why Operation Overlord (D-Day landings) is still known as the largest military operation in history</i>	<i>Evaluate the impact of D-Day and the influence it had on the end of WW2</i>



## End of Unit Assessment - Y6 - Battles, Blackouts and the Blitz



### History

1) Where was Archduke Franz Ferdinand murdered on 28<sup>th</sup> June 1914?

- a) Russia
- b) Bosnia
- c) Serbia
- d) Germany

2) Who was the Secretary of State for War for WW1?

- a) Lord Kitchener
- b) Sir Douglas Haig
- c) David Lloyd George
- d) Winston Churchill

3) What time in the morning did British soldiers in the trenches 'stand to'?

- a) 5am
- b) 6am
- c) 7am
- d) 8am

4) What date did Britain first use tanks in battle?

- a) 13<sup>th</sup> September 1914
- b) 14<sup>th</sup> September 1914
- c) 15<sup>th</sup> September 1916
- d) 16<sup>th</sup> September 1916

*Optional depth response*

What do you think the advantages and disadvantages of using tanks in battle were?

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5) Which country from the British Empire (apart from Britain itself) sent the most soldiers to war?

- a) Canada
- b) India
- c) Australia
- d) Egypt

6) How did people know there was an air raid?

- a) They heard the bombs drop
- b) There were announcements on TV

- c) They would see the enemy planes
- d) Sirens warned of coming attacks

*Optional depth response*

How would you advise people in WW2 to prepare for an air raid?

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7) How long did WW2 last?

- a) 6 months
- b) 4 years
- c) 6 years
- d) 10 years

*Optional depth response*

Explain why you think that WW2 lasted for this amount of time

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*Optional depth response*

8) How do you think that WW1 and WW2 were connected? Explain your ideas

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# Knowledge Organiser - Y6 - WW1

## History



### Previous Learning

Pupils will develop an understanding of The Industrial Revolution, through studying: cotton production, the steam engine/railways (building on some of the transport work undertaken in EYFS and KS1), iron and coal, and canals. This will be their local history study and they will focus specifically on the impact within the local area, with a chance to study [Ironbridge/Coalbrookdale](#) and consider [Thomas Telford](#) and [George Stephenson](#) as significant individuals.

### Future Learning

The origins of WW2, its significant individuals, air raids and evacuation. The events and reasons behind the holocaust. The links between WW1 and WW2



### Key Questions

- How did World War 1 start?
- Who was Archduke Franz Ferdinand and why was he significant?
- Who were the Central Powers?
- Who were the Triple Entente?
- What was trench warfare like?
- How was technology used in World War 1?
- How were animals used in World War 1?
- What was propaganda and why was it significant?
- What was the significance of the Treaty of Versailles?

### Key Vocabulary



- alliance** - when countries join forces or work together to achieve a certain goal
- armistice** - a formal agreement of warring parties to stop fighting
- conscription** - the requirement by law to join the armed forces
- Front Line** - the area where the armies are engaged in fighting
- The Great War** - the name used for World War One at the time
- No Man's Land** - the area of land between two enemy trench systems
- treaty** - a written agreement between two or more countries
- trench** - long ditches dug into the ground where soldiers lived



### Key People



Archduke Franz Ferdinand

### Key Information



Allied Countries		Central Powers	
France		Germany	
United Kingdom		Austria-Hungary	
Italy		Ottoman Empire (Modern Turkey)	
Russia		Bulgaria	
U.S.A			



## Timeline and Important Events

### Key Dates

June 1914: Assassination of Franz Ferdinand

August 1914: Germany invades Belgium. Britain declares war on Germany

August 1914: Battle of Mons

October 1914: Battle of Ypres

December 1914: Christmas truce

April 1915: Gas attack on Ypres

April 1915: Allied landings at Gallipoli

February 1916: Britain introduces conscription

July 1916: Battle of the Somme begins

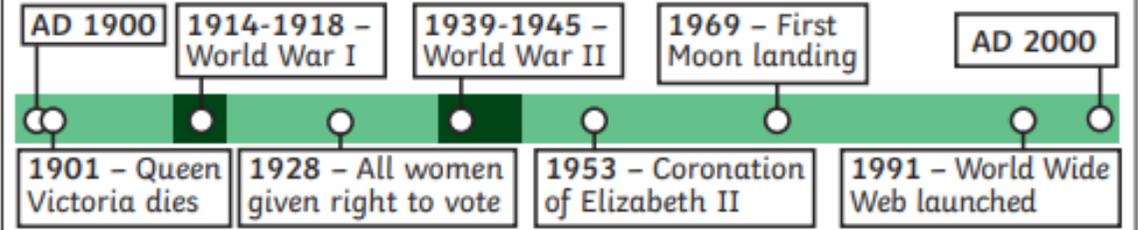
July 1917: The United States declares war on Germany

March 1918: Start of German Spring Offensive

November 1918: Armistice

June 1919: Treaty of Versailles signed

### Timeline



### The Treaty of Versailles

World War One ended at 11 am on 11 November, 1918—this became known as **Armistice Day**. The leaders of the USA, Great Britain and France met in Versailles to decide what should happen next. The agreement was called the **Treaty of Versailles**.



Terms of the treaty included:

- Germany had to accept total blame for starting the war.
- They could not join the new League of Nations
- Some places Germany used to own were taken from them.
- Germany were banned from having an army of more than 100,000 men and from having any submarines or an air force.
- The country had to pay 132 billion gold marks to repair the damages of war. They became poor because of this.

### Remembrance day

Every year on 11 November, people in the UK stop for a short moment of reflection. Poppies, which grew on the barren fields of World War One, are used to remember soldiers who died.





# Knowledge Organiser - Y6 - WW2

## History



### Previous Learning

Pupils will identify the causes and development of World War I, focusing on: the role of the **British Empire**, recruitment of soldiers, weaponry, trenches/frontline, propaganda, the role of animals and the end of the war.

### Future Learning

Challenges for Britain, Europe and the wider world, 1901-present. This ... include the **Holocaust**. It could also include the **Suffragettes**, **World War 1**, the inter-war years, the Great Depression, the Welfare State, Indian independence and the end of empire, social, cultural and technological change, and Britain's place in the world since 1945

### Key Questions

- How did World War 2 start?
- Who was Winston Churchill and why was he significant?
- Who was Adolf Hitler and why was he significant?
- What was an air raid?
- When, where and why were children evacuated?
- What was it like to be a wartime evacuee?
- What was rationing?
- What was The Holocaust and why was it significant in history?
- How did World War 2 end?
- How does World War 2 link with World War 1?

### Key Vocabulary

- Allies** - the United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China
- axis** - the Axis Powers were originally Germany, Japan and Italy. Other countries joined them later
- Nazi party** - a German political party with racist and anti-Jewish ideas, led by Adolf Hitler
- atomic bomb** - a very high-energy bomb made of radioactive material
- annex - to take another country's land and make it part of your country
- Czechoslovakia** - a European country. Now two countries: the Czech Republic and Slovakia
- propaganda** - information designed to promote a political idea or opinion
- active service - taking part in a military operation as part of the armed forces

### Key People



Neville Chamberlain

Adolf Hitler

Winston Churchill

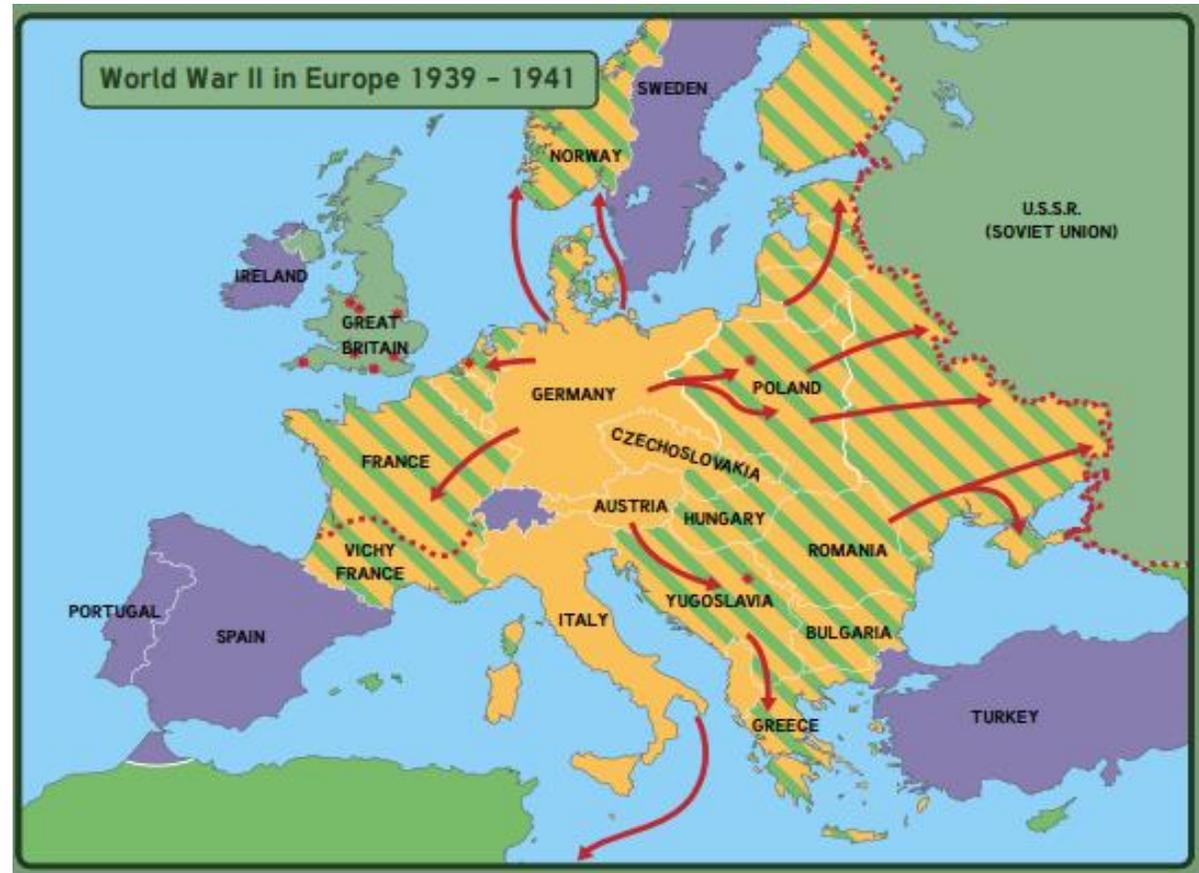
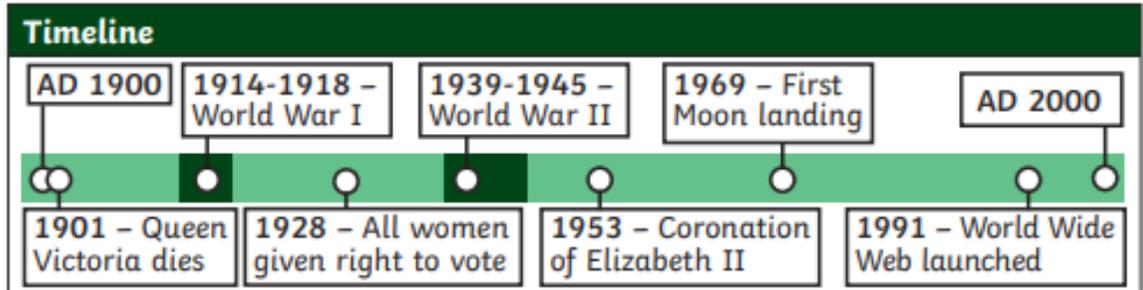
### Key Information

- Axis**  
Germany, Italy and Japan
- Allies**  
Australia, Belgium, Brazil, Canada, China, Czechoslovakia, Denmark, Estonia, France, Greece, India, Latvia, Lithuania, Malta, The Netherlands, New Zealand, Norway, Poland, South Africa, United Kingdom, United States, USSR and Yugoslavia



## Timeline and Important Events

Key Events		
1939	1 <sup>st</sup> September	German troops invade Poland.
	3 <sup>rd</sup> September	Britain and France declare war on Germany.
1940	10 <sup>th</sup> May	The Battle of France begins.
	26 <sup>th</sup> May	Allied forces are evacuated from Dunkirk in France.
	10 <sup>th</sup> July	The Battle of Britain begins.
	7 <sup>th</sup> September	The Blitz begins.
1941	22 <sup>nd</sup> June	Germany invades the USSR (Soviet Union).
	7 <sup>th</sup> December	Japan bombs Pearl Harbor in the US.
1943	16 <sup>th</sup> and 17 <sup>th</sup> May	The Dambusters bombing raid is carried out.
1944	6 <sup>th</sup> June	The D-Day landings.
1945	7 <sup>th</sup> May	Germany surrenders to the Allies.
	6 <sup>th</sup> and 9 <sup>th</sup> August	The US drops atomic bombs on two cities in Japan.





## Useful Sources

*Please note that this document is for teacher reference only (not needed in pupil books)*



<https://guides.library.upenn.edu/WorldWarI>

(WW1 primary and secondary sources)

[www.iwm.org.uk/learning/resources](http://www.iwm.org.uk/learning/resources)

(Variety of resources and historical sources for WW1 and WW2)

[www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=early-20th-century](http://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=early-20th-century)

[www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=second-world-war](http://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=second-world-war)

(Variety of resources and historical sources for WW1 and WW2)

[www.iwm.org.uk/learning/resources/second-world-war-posters](http://www.iwm.org.uk/learning/resources/second-world-war-posters)

(WW2 propaganda posters)

[www.holocausteducation.org.uk/teacher-resources/materials/](http://www.holocausteducation.org.uk/teacher-resources/materials/)

(Teaching the Holocaust at an appropriate level)

[www.britishlegion.org.uk/stories/capturing-memories-of-d-day](http://www.britishlegion.org.uk/stories/capturing-memories-of-d-day)

(Veteran stories from D-Day)