

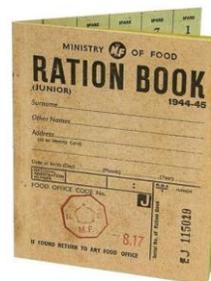


# Year 6– Autumn 1– Knowledge Organiser

## Enquiry Question: What was it like to be a child during WWII?



| Subject Specific Vocabulary |   |
|-----------------------------|---|
| Air raid                    | An attack by enemy planes dropping bombs.   |
| Anderson shelter            | A small shelter made from corrugated steel to protect people in air raids.                                    |
| Allies                      | Countries (including Britain, France, the Soviet Union and the USA) who fought the Axis Powers.               |
| Axis                        | Germany, Japan, Italy and other countries that fought against the Allies.                                     |
| Blackout                    | A wartime ban on streetlights and other lights at night, to reduce the risk of bombing by enemy planes.       |
| Blitz                       | A prolonged period of German air raids on Britain.  |
| Blitzkrieg                  | From the German 'blitzkrieg' which means 'lightning war'. A form of military attack.                          |
| Civilians                   | Normal people who were not part of the military.  |
| Evacuation                  | Moving people from dangerous areas to safer places e.g. from big cities to the countryside to avoid bombing.  |
| Evacuee                     | Name given to a person who has been evacuated.  |
| Host Family                 | Name given to families who accepted evacuees into their homes.  |
| Identity Card               | People had to carry these during the war to prove their name and address.                                     |
| Propaganda                  | Information, especially of a biased or misleading nature, used to promote a political cause or point of view. |
| Rationing                   | Controlling the supply of food and other products to avoid shortages.   |
| Siren                       | Loud sound used to warn about incoming air raid.  |
| Underground                 | Stations and tracks were used to shelter from bombs in London.  |
| Nazi Party                  | Short for National Socialist Party (in Germany) and the name given to supporters of Hitler.                   |
| RAF                         | Royal Air Force – British military in charge of planes.   |
| Luftwaffe                   | The German air force during the war.  |
| WRVS                        | Women's Royal Voluntary Service – female volunteers.  |



### Key Knowledge

- World War II lasted for six years. It began on the 3rd September 1939 and ended on 2nd September 1945.
- Over fifty million people were killed during World War II, which affected almost every country in the world. .
- The leader of Germany, Adolf Hitler, had plans to take over other countries. Despite making an agreement not to invade other countries, in August 1939, Hitler invaded Czechoslovakia, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.
- 7th September, 1940 the Luftwaffe turned their attention to the bombing of London and other cities, rather than the military targets they had previously focused on. London was bombed for fifty-seven consecutive nights and suffered extensive damage and the loss of thousands of civilian lives. This was known as The Blitz
- During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing.
- All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them.
- Evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz.
- Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible.
- Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used.
- People were also encouraged to 'Dig for Victory' and grow as much of their own food as possible.
- Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to 'make do and mend'

### Timeline

|      |                           |  |
|------|---------------------------|--|
| 1939 | 1 <sup>st</sup> September | German Troops invade Poland                              |
|      | 3 <sup>rd</sup> September | Britain and France declare war on Germany                |
|      | September onwards         | Children evacuated from major cities                     |
| 1940 | 26 <sup>th</sup> May      | Allied forces are evacuated from Dunkirk in France       |
|      | 10 <sup>th</sup> July     | Battle of Britain begins                                 |
|      | 7 <sup>th</sup> September | The Blitz begins   |
| 1941 | 7 <sup>th</sup> December  | Japanese attack Pearl Harbour leading to USA joining WW2 |
| 1944 | 6 <sup>th</sup> June      | D-Day Landings, Allies begin to claim back Europe        |
| 1945 | 7 <sup>th</sup> May       | Germany officially surrender to the Allies               |



### English

- To use the story of Letters From The Lighthouse to write diary entries, letters descriptive paragraphs.
- To write non-chronological reports, write balanced and unbalanced arguments based on evacuation.
- To learn to use semi-colons and a range of conjunctions to aid cohesion within a text
- Securing knowledge of grammar, punctuation and vocabulary from Year 5
- To fluently read age-appropriate texts, draw inference and explain thinking, routinely returning to text to support opinions.
- To be able to discuss and recommend novels.
- To perform poems, showing understanding through intonation, tone and volume.

### French

- All About Ourselves**
- To recognise and use different vocabulary related to the topic of body parts.
- To use adjectives to describe features.
- To apply knowledge of sentence structure and vocabulary to describe activities.
- To use the verb 'porter' to describe what someone is wearing
- To apply my knowledge of French adjectives to describe feelings.

### History

- To consider the accuracy of information, interpretations and opinions.
- To be aware that different sources lead to different conclusions.
- To understand that behaviours from the past were due to different views, feelings and values.
- To use the library and internet for research with increasing confidence.
- To know and sequence key events of time studied.
- To use relevant terms and period labels.
- To make comparisons between different times in the past.

## What was it like to be a child in WW2?



Secrets and Spies Day at Coeshill  
(Approximate cost £8)

### Maths

- To compare, order and round numbers to ten million
- To calculate using negative numbers
- To carry out short and long multiplication and division
- To add, subtract, multiply and divide fractions

### Computing

- Coding – To learn to code, test and debug these own design
- To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
- To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

### Science

- To recognise that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye.
- To be able to make periscopes.
- To explain the functions of the eye and how we see.
- To know how shadows are formed and why they change.
- To be able to calculate angles of reflection
- To look at the colour spectrum and create Newton discs.

### Music

#### Charanga Unit - Happy

- To sing, improvise, learn and perform using the song Happy by Pharell Williams.

### Art and Design

- To explore and discuss the work of WWI artists
- To explore Lowry's figures and crowds in his paintings
- To explore colour mixing, tints, tones and shades.
- To explore the foreground, mid-ground and background of a landscape painting.
- To create a composite picture in the style of LS Lowry.

### Religious Education

- Consider the question, Are Saints encouraging role models?

### PSHE

- Puzzle 1 – Being Me!
- To identify goals for this year, understand fears and worries about the future and know how to express them
- To know that there are universal rights for all children but for many children these rights are not met.
- To understand that actions affect other people locally and globally.
- To make choices about own behaviour.
- To understand how an individual's behaviour can impact on a group.

### PE

- To develop attacking & defending skills to play competitive games of rugby.
- To apply basic principles of team play to keep possession of the ball.
- To use marking, tackling and/or interception to improve their defence.
- To confidently swim 25m and perform self-rescue in water based situations.
- To develop running skills & stamina through the Daily Mile.