

# YEAR 6 UNIT 3 – THE IMPACT OF WAR:

## Did WWI or WWII have the biggest impact on our locality?

### Related units:

*Year 5 Unit 3: Journeys*

### Unit overview

In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence. There is no requirement here to travel further afield on a visit, unless you wish to extend their knowledge of the war further or visit a local museum with relevant displays. Throughout the unit, the children will be required to use the skills they have developed over the scheme, particularly those relating to local history.

This unit provides an excellent opportunity to showcase their development in all areas, and as such, is ideal for their last term in the primary school. The children's exhibition in the Big Finish provides a final opportunity for them to celebrate their work with parents and the broader community.

### Places to visit

- National Memorial Arboretum, Staffordshire
- Imperial War Museum London
- Imperial War Museum North

### Key vocabulary

Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.

### Knowledge, skills and concepts

In this unit, the children will:

- develop a chronologically secure knowledge and understanding of British, local and world history
- address and devise historically valid questions about change, cause and significance
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends
- construct informed responses that involve thoughtful selection and organisation of historical information
- develop the use of appropriate historical terms.

### Cross-curricular links

- **Art:** make wartime-style posters encouraging modern issues, e.g. recycling
- **English:** write the diary of an evacuee
- **Geography:** map work
- **Maths:** do sums using old pre-decimal currency and ration coupons
- **PSCHE:** equality in the workplace (women working), citizens pulling together for the common good

### Related books for wider reading

- *Goodnight Mister Tom* by Michelle Magorian
- *Past in Pictures: A Photographic View of World War One* by Alex Woolf
- *The Machine Gunners* by Robert Westall
- *Carrie's War* by Nina Bawden
- *The Skylarks' War* by Hilary McKay
- *Wave* by Paul Dowsell

### Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. Due to the content of this unit being focused on your locality, there is no pre-built quiz, but you are encouraged to create your own. The Rising Stars Progression Framework assessment focuses on: *historical enquiry; using sources as evidence; understand how our knowledge of the past is constructed from a range of sources*. **The assessment should be undertaken in week 6. Detailed information on the task can be found on the key assessment opportunity sheet.**

### Subject knowledge and teaching guidance

The First World War broke out in 1914 between the Triple Entente of Great Britain, France and Russia, and the Triple Alliance of Germany, Austria-Hungary and Italy. The USA joined Great Britain and her allies in 1917. The war was mainly fought in the trenches of Northern France and Belgium. There was also significant fighting in other parts of the world, including in parts of Africa and Eastern Europe. Troops from the British Empire made a great contribution to the war effort. Some parts of Britain were bombed by the German Zeppelin airships. These raids killed over 500 civilians. Coastal towns also faced the threat of bombardments from German warships. The supply of food became a problem during the war, and this led to the introduction of rationing. The war officially ended on 11th November 1918, and a peace treaty was signed the following year.

The Second World War was the first total war, involving everyone in many countries. It began in 1939 when Germany invaded Poland, and gradually every major country of the world became drawn in. It cost more than 50 million lives across the world, including nearly as many civilians as soldiers. Ordinary people showed enormous bravery and resistance in the face of great threat and cruelty – the spread of Fascism, the Holocaust and of huge developments in technology – V-rockets and the atomic bomb. For families in Britain, the war impacted upon each man, woman and child in a way that had never happened before.

This unit should be launched at the beginning of the year, ideally in a class assembly attended by the parents. A letter could also be sent home to parents and shared with the broader school community. This will explain the aim of the unit, and the need for support and loans of materials. Support could be in the form of expert help, but also in providing sufficient adult support for the outdoor visits and in creating the exhibition for the week 6 Big Finish.

The unit does not require the teacher to have a personal expert knowledge of the locality but it does require careful planning to ensure they have the recommended sources of evidence. Local societies and museums should also be contacted to find out how much support they can provide for the project. If you are unable to obtain the sources for your locality, some sources are provided. We strongly recommend that you spend the time assembling your own bank of sources to make this unit personal to your school and its pupils. Once the bank has been compiled, it can provide an archive that can be used in future years.