

Year 6 Knowledge Organiser: WW2

Cross-curricular subject links: English, Art and DT

Curriculum Driver: Success, Inspiration, Discovery

Trips/Enrichment: The National Holocaust Centre and Museum

GARP: Anti-Semitism - How did prejudice and discrimination affect people during WW2?

GASP: How did women support the war effort?

Subject/Conceptual knowledge/skills:

History: Chronology; Knowledge and understanding of events, people and change in the past; historical interpretations; Historical enquiry; Organisation and communication

LEAPS:

- I can name dates of many significant events from past studies and place it correctly on a timeline.
- I can describe the main events and people related to the period studied.
- I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
- I can confidently ask a range of questions about the past and follow a line of enquiry.
- I can confidently use historical terminology when describing historical events and my own opinion.
- I can make accurate use of specific dates and terms.

Core Knowledge

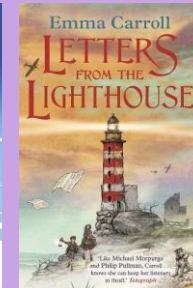
WWII began in 1939 when Germany invaded Poland. It was Japan that officially ended the war on 2nd September 1945; the war lasted for six years and one day. The war had two sides: the Allies and the Axis powers. Germany was led by Adolf Hitler - the leader of the Nazi party. Hitler had extreme anti-Semitic beliefs, which meant that he wanted to eradicate Jewish people. Most women stayed at home and took over the men's jobs when they went to fight in factories. Great Britain had two Prime Ministers during the war: Neville Chamberlain and Winston Churchill. It was Winston Churchill who helped the Allies to victory. Life during the Second World War was very hard. In order to cope with reduced supplies, in 1940 the Government introduced a number of measures:

- The Government organised the rationing of foodstuffs, clothing and fuel during the war.
- The price of restaurant meals was limited.
- Extra milk and meals were provided for expectant mothers and children.

Rationing helped to change attitudes - the fact that everyone was restricted to buying a certain amount of goods, created a sense of sharing and cooperation in Britain. Bombing helped to change attitudes because civilians helped each other construct shelters and would check to see if families needed help after a raid.

Books/associated reading:

- **Letters From The Lighthouse** by Emma Carroll
- **Once** by Morris Gleitzman
- **Goodnight Mister Tom** by Michelle Magorian
- **Carrie's War** by Nina Bawden



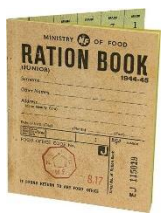
Vocabulary

Words	Meaning
Ally	A country's ally is another country that has an agreement to support it, especially in war.
Anderson shelter	Half buried in the ground and with earth on top, they protected people from bomb blasts.
Atom bomb	An extremely destructive type of nuclear bomb.
Blackout	All windows and doors had to be covered at night to stop enemy aircraft seeing house lights.
Evacuee	Vulnerable adults and children moved to areas of less risk.
Gas mask	Issued to all civilians at the start of the war, gas masks were used to protect from gas attacks.
Invasion	To try and take over a place by force.
Nazis	A member of the far-right political party in Germany.
Rations	Ration cards were given out and only a certain amount of food/clothes per family were allowed.
Blitz	The sustained aerial bombing against Britain by Nazis. Blitz means lightning in German.
Antisemitism	Hostility to or prejudice against Jewish people.
Surrender	Stop resisting to an enemy or opponent and submit to their authority.
Star of David	Jews throughout Europe were forced to wear the star of David to clearly identify themselves.
Evacuation	The action of evacuating a person or a place.
Swastika	An ancient symbol of a cross with arms at a right angle., Taken and adapted by the Nazi's to use as an emblem for the Nazi party.

Subject Specific

Social	Relating to society or its organization.
Political	Relating to the government or public affairs of a country.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Cultural	Relating to the ideas, customs, and social behaviour of a society.

Key Visuals



Propaganda is the spreading of misleading information in order to influence the public and serve the interests of the messenger. Propaganda is most commonly used to spread a particular political message and has been used historically during times of conflict.



Subject/Conceptual knowledge/skills: Art
Henry Moore - Sculpture (clay)

LEAPS:

- I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes
- I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
- I can provide a reasoned evaluation of my own and other people's work (including professionals) which takes account of the starting points, intentions and context behind the work.
- I can use technical vocabulary and techniques for modifying the qualities of different materials and processes.
- I can adapt my work according to my views and describe how I might develop it further.

Core Knowledge

Henry Moore is best known for his sculpture: for his large scale bronze works on display in cities throughout the world, for his semi-abstract carvings and representations. But it was, in fact, thanks to an exhibition of his Shelter drawings at the National Gallery in 1942 that Moore first received widespread recognition in Britain.



Study for 'Shelter Sleepers' 1940-41



Henry Moore is famous for his sculptures of people with bumpy forms and hollow spaces in their bodies. His sculptures also sometimes have holes right through them! As well as bumps and hollows he used flowing, abstract shapes in his sculptures.

Subject Key Vocabulary

Describe, interpret, explain, influence, historical context, cultural context, social context, refine, improve, skills, processes, success and sculpture

Science

Subject/Conceptual knowledge/skills: Light, working scientifically

LEAPS:

- Recognise that light appears to travel in straight lines.
- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- I can investigate the use of mirrors i.e. rear view mirror in a car, a periscope.

Core Knowledge

- We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called rays or beams of light.
- Light from the sun travels in a straight line and hits the chair. The light ray is then reflected off the chair and travels in a straight line to the girl's eye, enabling her to see the chair
- The law of reflection states that the angle of incidence is equal to the angle of reflection. Whenever light is reflected from a surface, it obeys this law.
- The angle of reflection is the angle between the normal line and the reflected ray light.
- Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means light can travel through a vacuum - a completely airless space
- A shadow is always the same shape as the object that casts it. This is because when an opaque object is in
- the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the
- light can continue travelling.
- Shadows can also be elongated or shortened depending on the angle of the light source. A shadow is also larger when the object is closer to the light source. This is because it blocks more of the light.

Science Key Vocabulary

light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous. straight lines, light rays.

Subject/Conceptual knowledge/skills: Christianity: Christmas - Incarnation

How significant is it that Mary was Jesus' mother?

Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

LEAPS: I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not.

- I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.
- I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.

Core Knowledge: Christians believe Mary did not choose to have a baby. This choice was made for her, by God. A virgin was chosen so that it was obvious that Jesus was not just a human with 2 human parents but was also God. The Incarnation (Jesus is God on earth in human form) is a key belief in Christianity. Christians celebrate the arrival of Jesus as God's Son - The Incarnation. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate"(God made man).

Subject Key Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Incarnation, Celebration, Tradition, Salvation, Divinity

Subject/Conceptual knowledge/skills:

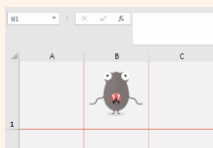
Computing - IData

LEAPS:

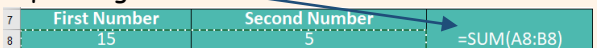
- I can enter formulae to calculate totals. store numerical values in spreadsheets (cells).
- I know that graphs and charts can be created and changed easily through spreadsheet input.
- I know that the SUM function can be used to create formulas.
- I can use a spreadsheet to model a costing exercise.

Core Knowledge

Information in a spreadsheet is entered into cells. Cells on a spreadsheet are identified using cell reference.

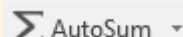


Formula in a spreadsheet must start with an equals sign



Subject Key Vocabulary

Spreadsheet, cells, cell reference, problems, solve, formula, sum, formula bar, cell, calculate, chart, graph, formulae, SUM, modelling, variables



Subject/Conceptual knowledge/skills: Music - singing

LEAPS:

- I can begin to hold harmony parts when singing as part of a group.
- I can follow hand signals from a conductor, responding with accurate timing, entries and with expression.

Core Knowledge

The Nutcracker - Pyotr Ilyich Tchaikovsky - Waltz of the Flowers; Russian Dance (perform a gymnastics sequence to this)

Harmony - when 2 or more notes are played at the same time.

Ensemble singing describes how a choir of many voices blends together to sound like one big voice



Subject Key Vocabulary

Harmony, crescendo, melody, pitched and unpitched percussion, pulse, ensemble

French Subject/Conceptual knowledge/skills: Speaking, listening, reading and writing.

LEAPS:

- Group/order unknown vocabulary to help decode text in French.
- Improve their listening and reading skills.
- Name the countries and languages involved in WW2.
- Say what the differences were in city and country life during the war.
- Learn to integrate all their new and previous language writing a letter.
- Home as an evacuee living in the countryside.

Core Knowledge and Subject Key Vocabulary

- La Seconde Guerre Mondiale = The Second World War
- L'Angleterre = England
- La France = France
- L'Italie = Italy
- L'Allemagne = Germany
- La Pologne = Poland
- La Tchécoslovaquie = Czechoslovakia

Subject/Conceptual knowledge/skills:

DT

Where food comes from; Food preparation, cooking and nutrition

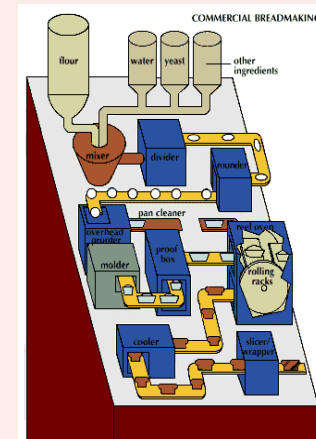
LEAPS:

- I can confidently explain how seasons may affect the availability of food that is grown, reared or caught.
- I understand and can confidently explain how food is processed into ingredients that can be eaten or used in cooking.
- I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult).
- I can use mixing to combine ingredients, rubbing-in to mix fat and flour and kneading when working with bread dough to design and make a range of savoury, baked products.
- I know and can follow the procedures for safety and hygiene.

Core Knowledge



The National Loaf was a bread made from wholemeal flour with added calcium and vitamins, introduced in Britain during the Second World War by the Federation of Bakers (FOB). Introduced in 1942, the loaf (similar to today's brown bread) was made from wholemeal flour to combat wartime shortages of white flour. **Bread, which was never rationed during wartime**, was put on the ration in July 1946.



Subject Key Vocabulary

Texture, Aroma, Processed, Peeling, Chopping, Slicing, Grating, Mixing, Spreading, Kneading, Baking

- Les Etats-Unis = The United States (of America)
- Je suis à la campagne = I am in the countryside
- Je suis en ville = I am in the city
- À la campagne c'est... = In the country side it is..
- En ville c'est... In the city it is =
- Calme = Calm/tranquil
- Sans danger = Safe
- Triste = Sad
- Convivial = Friendly
- Sombre = Gloomy
- Sain = Healthy
- Difficile = Difficult
- Dangereux = Dangerous
- Enfumé = Full of smoke

Subject/Conceptual knowledge/skills:

PSHE - SCARF: Valuing differences, RSE and BV

LEAPS:

I can...

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse and explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Explain the difference between a friend and an acquaintance;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
- Recognise how the media can sometimes reinforce gender stereotypes;
- Challenge stereotypical gender portrayals of people.

Core Knowledge

British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Mutual respect - means 'to value someone highly for what they say or do' or 'to treat people politely and thoughtfully, to show we value them.'

How to deal with bullying/cyberbullying:

- Report it and block people: If someone's harassing or bullying you online, you can report it.
- Tell someone at school
- Practise being assertive
Being assertive means standing up for yourself without being aggressive.
- Get support from someone you trust: You don't have to cope with bullying alone.



Subject Key Vocabulary

British Values, bullying, respect, tolerance, relationships, discrimination, behaviours, strategies, positive attributes, diversity, unique, differences, bystander, differences, prejudice, community, self-esteem, decision, friend, acquaintances, strong, positive, friendship, stereotypes, gender, media, expectations

Subject/Conceptual knowledge/skills: PE Netball and Gymnastics

LEAPS:

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively e.g. sending, receiving, shooting the ball the score.
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.

Gymnastics

- I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- I can vault onto a piece of apparatus and dismount safely showing good body control, extension and tension.
- I can create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- I can gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- I can develop strength, technique and flexibility throughout performances

Core Knowledge

Netball is a non-contact team sport that includes players attempting to score points by getting the ball into their opponent's net. Each team consists of seven players, and the game is played on a rectangular court.

Bounce pass - A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept

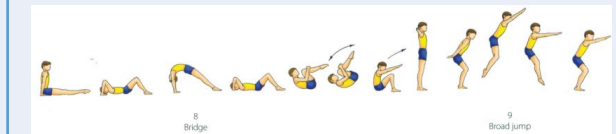
A chest pass is a very fast and flat pass. This enables a team to move quickly up a court in a precise and accurate fashion.

A shoulder pass is a very dynamic, fast and long pass. This enables a team to switch positions on court very quickly to either find a player in space or break defensive screens.

Gymnastics



1. Approach
2. Take off
3. Flight onto apparatus
- 4&5. Rebound and flight off
- 6&7 Landing



Subject Key Vocabulary

Netball

7 - positions: Goal Keeper (GK), Goal Defence (GD), Wing Defence (WD), Centre (C), Wing Attack (WA), Goal Attack (GA), Goal Shooter (GS), technique, invasion game, attacking, defending

Gymnastics:

Vault, dismount, choreograph, sequence, technique, levels