

Knowledge Organiser

World War II

Curriculum Driver: Discovery

Trips/Enrichment: National Holocaust Centre and Museum

Cross-curricular subject links: English and PSHE

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

Subject: History

Chronology; Knowledge and understanding of events, people and changes 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

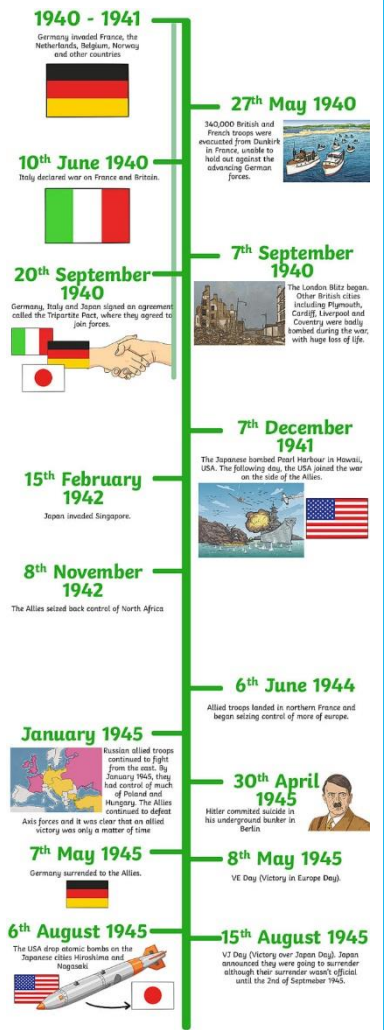
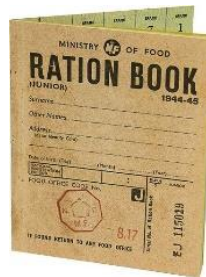
Core Knowledge

WWII began in 1939 when Germany invaded Poland and lasted for six years and one day. 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 amongst people in Britain.



Vocabulary

| | | |
|---|---|--|
| Ally A country's ally is another country that has agreed to support it. | Axis Powers The three principal partners in the Axis alliance were Germany, Italy, and Japan. | Blackout All windows and doors had to be covered at night to stop the enemy seeing house lights. |
| Evacuee Vulnerable adults and children moved to areas of less risk. | Gas Mask Gas masks were used to protect civilians 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 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. | Evacuation The action of evacuating a person or a place |

Quiz

1. How did women support the war effort?
2. When did WW2 begin?
3. Who was the leader of the Nazi party?
4. How did rationing change attitudes?
5. Define the term 'evacuation'.
6. Who were the two prime ministers of England during the second world war?



Subject/Conceptual knowledge/skills:

PSHE: Me and My Relationships
British Value - Rule of Law

LEAPS:

- Demonstrate a collaborative approach to a task;
- Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task.
- Recognise some of the challenges that arise from friendships.
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- Recognise peer influence and pressure.
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- Recognise and empathise with patterns of behaviour in peer-group dynamics.
- Recognise basic emotional needs and understand that they change according to circumstance.
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Describe the consequences of reacting to others in a positive or negative way.
- Suggest ways that people can respond more positively to others.
- Describe ways in which people show their commitment to each other.
- Know the ages at which a person can marry, depending on whether their parents agree.
- Understand that everyone has the right to be free to choose who and whether to marry.
- Recognise that some types of physical contact can produce strong negative feelings.
- Know that some inappropriate touch is also illegal.
- Identify strategies for keeping personal information safe online.

Core Knowledge

Negotiation and compromise are effective ways of dealing with conflict. Negotiation is a discussion aimed at reaching an agreement and a compromise is a settlement of a dispute that is reached by each side making concessions.

There are many ways in which people can enter into a commitment together. Everyone has the right to be free to choose who and whether to marry. The legal minimum age to enter into a marriage in England is sixteen years, although this requires consent of parents and guardians.

Some types of physical contact can produce strong negative feelings. Some inappropriate touch is also illegal.

Subject Key Vocabulary

Co-operation, Teamwork, Collaborative, Negotiation, Compromise, Strategies, Respect, Relationship, Strategies, Consequences, Diversity, Marriage

Subject/Conceptual knowledge/skills:

Science- Light

LEAPS:

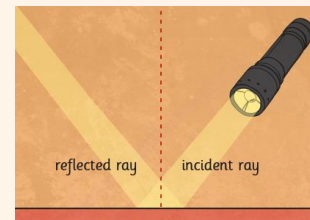
- Recognise that light appears to travel in straight lines.
- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- I can explain that we see things because light travels from light sources to our eyes or from light 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, matte, surface, shadow, reflect, mirror, straight lines, light rays.



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

Subject/Conceptual knowledge/skills:

RE: Christianity

LEAPS:

Personal Resonance and Reflection.

- I can express the feelings I have when I think about situations or things I would like to last forever.

Knowledge and Understanding.

- I can make links between different Christian beliefs and their views on whether anything is ever eternal.

Evaluation and Critical Thinking

- I can reflect on my own beliefs about whether anything is eternal

Core Knowledge

Concept: Salvation
 Theme: Beliefs and Meaning
 Key Question: Is anything ever eternal?

Eternal means: lasting or existing forever; without end.

Christians believe Jesus died to save everyone from their sins. They follow the Ten Commandments. Christians believe that they can have eternal life with God in Heaven once they die. They believe God, Jesus and Heaven are eternal. Christians try to live their lives like Jesus did.

Subject Key Vocabulary

Eternity, Everlasting, Forever, Unconditional, Agape, Heaven, Hell, Resurrection, Bible, Parable, Commandments Forgiveness,

Subject/Conceptual knowledge/skills:

Computing: E-Safety

LEAPS:

- I can understand online security and protecting personal information using passwords, lock screens and two step verification.
- I can customise privacy settings for online services.
- Recognise that seeking help from one another is a sign of strength.
- I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, harassment and radicalisation.
- I understand my role in keeping myself and my peers safe (reporting)

Core Knowledge

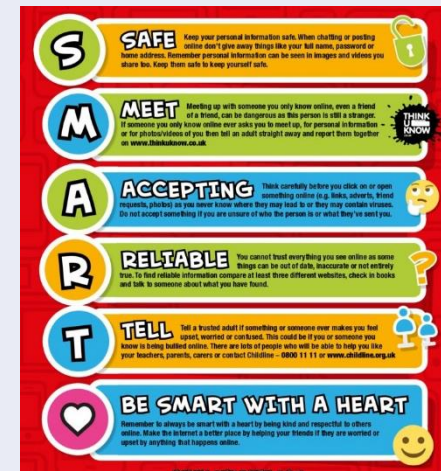
It is imperative that we use technology respectfully and responsibly. We should never share personal information, such as full name, date of birth or our address online. Privacy settings can help to keep your personal information safe.

The key aspects of a strong password are length (the longer the better); a mix of letters (upper and lower case), numbers, and symbols and no ties to personal information.

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. Some cyberbullying crosses the line into unlawful or criminal behaviour

Subject Key Vocabulary

Cyber-safe, digital footprint, security, protection, password, privacy, verification, personal information, reliable, cyber-bullying, strong password, privacy settings



Subject/Conceptual knowledge/skills

PE: Basketball

LEAPS

- I can confidently demonstrate a range of ball skills and can link these together effectively
- 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

Core Knowledge

Basketball is an invasion game played on a rectangular court between two teams.

The main objective is to shoot a basketball through the defender's hoop while preventing the opposing team from shooting through your hoop. Players move the ball around by bouncing it while walking or running (dribbling), or by passing it to a teammate.

There are five players from each team on court at one time. The five positions are:

- Centre and power forward
- Point guard
- Shooting guard
- Small forward



Subject Key Vocabulary

Tactic , Technique , Strategy, Effectiveness, Invasion game, Invasion, Attacking, Defending, Dribbling, Control, Possession, Pass, Centre, Forward, Rebound, Footwork

Subject/Conceptual knowledge/skills:

French: At School

Speaking; Listening; Reading; Writing; Grammar

LEAPS:

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).
- I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.
- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats
- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.
- I understand the concept of gender.

Core Knowledge

- Repeat and recognise the vocabulary for school subjects.
- Say what subjects they like and dislike at school.
- Tell the time in French.
- Create a French timetable for school.
- Use the verb aller in French to say what time they go to school.

Subject Key Vocabulary

- Le français = French
- Le dessin = art
- Le sport = P.E.
- La musique = music
- La géographie = geography
- L'anglais = English L'informatique = ICT
- L'histoire = history
- Les maths = maths
- Les sciences = science
- Oui, j'aime... = Yes, I like...
- Oui, j'adore... = Yes, I love...
- Non, je n'aime pas... = No, I do not like...
- Non, je déteste... = No