

## Caroline Haslett Primary School - History Knowledge Organiser

World War 2 (The Front Line)

Spring Year 6

Events beyond 1066

### Knowledge

### Vocabulary

#### Prior Knowledge:

- Causes and consequences of WWII in Britain (evacuation, rationing, women at work, etc).
- The location of the United States of America, Russia and some European countries, including Germany and France
- The climate in Russia.
- The key leaders of Britain (Neville Chamberlain and Winston Churchill) and the Nazi Party (Adolf Hitler).
- Under Hitler, Nazi soldiers invaded some European countries.

#### New Knowledge:

- The major Axis powers were Nazi Germany, Italy and Japan, and the major Allied powers were Britain, France, Russia, and the United States of America.
- The Axis had invaded many European countries including Austria, Czechoslovakia, Belgium, Poland and France.
- The United States had hoped to remain neutral during World War II, however, in 1941, the Japanese attacked Pearl Harbour in Hawaii, which then meant that the USA joined the Allies.
- In 1942, Nazi forces attempted to invade Russia - however, by doing so, lost an ally. The Nazis were also not prepared for the cold and they suffered heavy defeats.
- In 1944, the British landed on the French beaches of Normandy after a long planning operation to liberate German-occupied France. This was known as D-Day.
- The British were successful in liberating France. This alongside the disastrous battles in Russia, began the downfall of the Nazis.

**Ally:** a country's ally is another country that has an agreement to support it, especially in war

**Allies:** the armed forces that fought against Germany and Japan in the Second World War. They included the United Kingdom the United States of America and France

**Atom bomb:** an extremely destructive type of nuclear bomb

**Axis:** the armed forces that fought against the United Kingdom and the United States of America. The major axis powers were Germany, Italy and Japan

**Liberate:** to be freed from the political or military control of another country, area or group of people

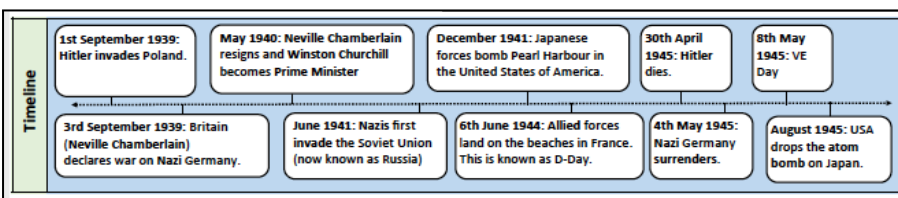
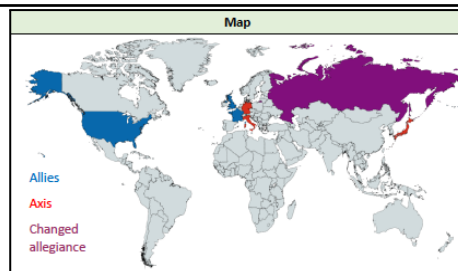
**Military:** relating to or belong to the army

#### Possible Activities

- Discuss: How were the Nazis able to invade so many countries in such a short amount of time?
- Discuss: Were all German people members of the Nazi party? Use the answer to this question to describe what life was like for all groups of people living in Germany under the rule of the Nazi party.
- Locate each of the countries that Nazi Germany invaded - why was it particularly tricky to invade the UK?
- Look at different sources that describe the same event (Pearl Harbour, D-Day). How does each source differ? Why do you think this is?
- What was the effect of events such as the bombing of Pearl Harbour, the D-Day landings and the atom bomb on WWII?
- Compare the invasions you have learnt about (Roman, Viking, Nazi). What is similar? What is different?

#### Key Resources / Images

Key Leaders and Places			
Leader	Country	Continent	Power
Chamberlain (Neville)	United Kingdom	Europe	Allies
Churchill (Winston)	United Kingdom	Europe	Allies
Hitler (Adolf)	Germany	Europe	Axis
Mussolini (Benito)	Italy	Europe	Axis
Roosevelt (Franklin)	United States of America	North America	Allies
Stalin (Joseph)	Russia <small>(then known as the USSR or Soviet Union along with other countries)</small>	Europe / Asia	Axis / Allies



<b>Historical Skills</b>	
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, and legacy.</li> </ul>
<b>Historical knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<b>Historical organisation and communication</b>	<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>