


Year Group	6	Area of Study	Remembrance: World War Key events, significant people and dates: The Blitz, A diverse army
Key NC Reference and Objectives	<ul style="list-style-type: none"> To address and sometimes devise historically valid questions To construct informed responses by selecting and organising relevant historical information To understand that different versions of the past may exist, giving some reasons for this The children should develop a coherent narrative of the war, including a British and global dimension To use and make increasingly detailed timelines, using a range of scales. 		
Possible Enquiry Questions	<ul style="list-style-type: none"> Why was WW1 called the Great War?: There was nothing great about it! What is remembrance day and wouldn't it be better to forget? Who is remembered on Remembrance day and why? How do people show they remember? Why are Poppies important to people and why do so many people wear them? What do you think are the most important things to remember and why? World War II: Whose war was it? 		
Key Concepts 	Substantive		2nd Order
	Conflict War Remembrance Veterans Dictator		Significance Chronology
Key Vocabulary	<p>War: armed conflict- countries fighting using soldiers and weapons</p> <p>Soldier: Someone who takes part in a war for their country</p> <p>Conflict: Serious disagreement</p> <p>Allies: Countries who joined together on one side of the war</p> <p>Remembrance Day: an opportunity to think of those who have been affected by conflict in the past and the present.</p> <p>Dictator: A ruler of a country who is all powerful and tells everybody what to do and what the laws are.</p> <p>Veterans: soldiers who have fought in wars in the past</p> <p>The Great War: Another name for the First World War</p> <p>Armistice: This was an agreement between the two sides to stop fighting in WW1</p> <p>Remembrance: the act of remembering</p> <p>Legacy: Something left behind. The term, legacy, normally means that the person has affected change on the world in a positive way. People who are successful at something probably leave a legacy of positive change.</p> <p>Front Line: Where soldiers fought the battles</p>		<p>Memorial: Traditional Memorials are objects which serve as a focus for the memory or the commemoration of something</p> <p>Cenotaph: A famous memorial in London</p> <p>Civilians: Every day people who live in Britain and who are not soldiers.</p> <p>Officer: a person holding a position of authority in the army.</p> <p>Trenches: A long narrow ditch where soldiers lived in the war and fired their guns from. They formed the Western Front</p> <p>19th and 20th century</p> <p>Century: A period of 100 years</p> <p>AD: Anno Domini, Latin for year of the Lord</p> <p>(CE: Common Era)</p> <p>BC: Before Christ</p> <p>(BCE: Before Common Era)</p> <p>Primary Sources: A source created at the time- it can be an object, document, diary, a piece of writing (first hand account), photo or film.</p> <p>Secondary sources: This is something created after an event and is something usually written or made based on primary sources</p>
Core Substantive Knowledge	<p>Knowledge linked to what life was like in the war and the trenches</p> <ul style="list-style-type: none"> 1915: the opposing sides had both dug long ditches called trenches which faced each other, in some places just 30m apart! These lines of narrow trenches stretched from the Belgian coast to Switzerland, and were known as the Western Front. Over five million British soldiers spent time living in these muddy, miserable ditches, taking it in turns to be on the Front Line — the trench closest to the enemy. There were millions of large rats, overflowing latrines (holes dug for toilets) and terrible lice infestations. There were dead bodies. Every so often, soldiers on the Front Line would be instructed to leave their trench and venture into dangerous No Man's Land (the area between the sides) to try to push back the enemy- many got killed. Powerful new weapons and vehicles were used – at sea, on land and in the air – resulting in many people being killed or wounded. The largest battle of the World War 1 – the Battle of the Somme – is known as one of the bloodiest battles in history. It was fought by the French and British against the Germans on both sides of the River Somme in France, and lasted for more than five months. 		

	<ul style="list-style-type: none"> Over a million men were killed or wounded, and it was the first time that a tank was used in combat. Animals were used in the war too. <p>Knowledge linked to the diversity of the army</p> <ul style="list-style-type: none"> Soldiers from across the commonwealth fought in WWI and WWII (Black Caribbean people, Chinese, South Asian, Australians, Canadians, Indians, South Africans and New Zealand). Only a few famous Black Servicemen have been remembered (Walter Tull- the first black professional footballer who joined the British army and became an Officer- see Year 3 unit) Animals served in the British army too and are now remembered during Remembrance Services. It is estimated that 1.5 million Indian troops fought to defend Britain. Of those, 400,000 were Muslim soldiers. <p>Knowledge of key events within WWI and WWII</p> <ul style="list-style-type: none"> The first world war was called the Great War and took place from 1914 to 1918. Much of the War took place in France and it started when Archduke Franz Ferdinand was assassinated in Sarajevo. (By the Black Hand Gang) Around 10 million soldiers died and 7 million civilians died The war ended on November 11th 1918 1939: Poland was invaded by Germany and Britain declared war May 1940: British troops had to evacuate Dunkirk 1940: The Battle of Britain began in August 1940–41 is remembered as the Blitz June 1941: Germany attacked USSR Dec 1941: Japan attacked Pearl Harbour and America joined the war 15 Aug 1945: Japan surrendered 1942: USSR counter attack 6 June 1944: D-Day May 1945: Germany surrendered The Blitz was a time when cities and towns in Britain were bombed by the German Air force <p>Knowledge linked to why the WW1 happened</p> <ul style="list-style-type: none"> WW1 started because Europe had split into two large 'families' of countries. The Allies — the British Empire, France, Belgium, Russia and later, the USA — were in one family. And the Central Powers of Germany, Austria, Hungary, Bulgaria and Turkey were in the other. On 4 August 1914, Germany invaded Belgium, and so, standing by its promise to stick up for Belgium, Britain declared war on Germany. <p>Knowledge linked to Armistice and remembrance</p> <ul style="list-style-type: none"> The war ended on November 11th 1918 and each year on the 11th Day of the 11th month (Armistice Day) the world remembers everyone who died during The Great War and other wars since this time. People wear a Poppy as a symbol of remembrance The Royal British Legion are an organisation set up to support veterans and families of veterans from all wars. <p>Knowledge linked to memorials: national and local</p> <ul style="list-style-type: none"> There are different types of War Memorials: Traditional (Cross, Obelisk, Cenotaph, pillars, sculptures and art installations such as the poppies at the Tower of London) and Functional (Many of these take the form of buildings, such as schools, village halls, or sports venues. Others may be church fittings, bells, benches, gardens or playing fields. Such memorials may include a plaque either on the wall of or within a building) Many memorials list the names of soldiers who died who are linked to that place. Burngreave Cemetery has a memorial in the form of a cross with 64 named soldiers on from WWI. It was probably built in 1920 Some memorials are informal and created by members of the public: explore the story of Tony Foulds A wreath is often carved or painted onto a memorial plaque or monument. Sometimes they have images of a carved soldier with arms reversed. They often have eternal lights and flags now.
<p>Core Knowledge: 2nd Order Knowledge</p>	<p>To know how to ask historical questions and what evidence is needed to answer them.</p> <p>Enquiry skills:</p> <p>As for Year 4 but to also ...</p> <ol style="list-style-type: none"> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources Asks a range of questions about the past.

	<p>4. Chooses reliable sources of evidence to answer questions. Select relevant sections of information</p> <p>5. Realises that there is often not a single answer to historical questions.</p> <p>6. Use evidence to build up a picture of a past event</p> <p>Chronology</p> <ul style="list-style-type: none"> • Uses timelines to place and sequence local, national and international events. <p>Identifies changes within and across historical periods.</p> <p>Begin to divide recent history into present, using 21st century, and the past using 19th and 20th centuries</p>
Possible Activities to consider	<ul style="list-style-type: none"> • Local visit to War Memorials: sketch and research some of the soldiers • Geography links: Map work linked to where in the world countries who were at war are located, location of key battles and countries where our British Soldiers came from • Analyse some famous World War I poems • Create a timeline of key events within both wars • Make documentaries and factfiles about an aspect of remembrance or the war • Finding out about some real people from Sheffield who were linked to the war, who are remembered. • Using video https://www.youtube.com/watch?v=DcLkGHpw7nY explore how soldiers from the commonwealth fought in WWII • Timeline work linked to significant battles: https://www.iwm.org.uk/history/10-significant-battles-of-the-first-world-war • Design a war memorial to commemorate the fallen, with a particular reference to diversity and loss of animals
Assessment	<p>Through assessment of outcomes in books and folders, quizzes, including a written response to an enquiry question, assess the following:</p> <ul style="list-style-type: none"> - Pupils know why we have Remembrance day and understand what takes place at memorial services - Pupils understand there are different types of Memorials - Pupils have a body of knowledge linked to key events, the diversity of soldiers and the cause of WWI and WWII - Pupils are able to construct a timeline with increasing independence.
Links	<p>https://www.iwm.org.uk/memorials/item/memorial/46828</p> <p>https://www.bbc.co.uk/news/av/uk-england-south-yorkshire-46762440/sheffield-man-s-pride-tending-to-plane-crash-memorial</p> <p>http://www.learnaboutwarmemorials.org/primary/helpsheets-primary/</p> <p>https://www.iwm.org.uk/collections/item/object/30089139</p> <p>https://www.britishlegion.org.uk/about-us/who-we-are</p> <p>https://www.cwgc.org/history-and-archives/second-world-war/forces</p> <p>https://blackpresence.co.uk/remembrance-day-black-asian-soldiers-in-ww1/</p> <p>https://www.natgeokids.com/uk/discover/history/general-history/first-world-war/</p> <p>https://www.bbc.co.uk/cbbc/watch/p02465x2</p> <p>https://www.bbc.co.uk/news/uk-46124467</p>



Burngreave War Memorial



Black & Asian Soldiers in WW1



British West India Regiment

