

## Y6 Sp2 Plan - World War 2 - How did WW2 change Britain?

### Unit Rationale

In this unit, pupils will develop their historical enquiry skills in the context of a time of great change in Britain. They will gain a deeper understanding of key features of British society such as healthcare, the desire for equality and multiculturalism.

### National Curriculum Objectives:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Cross Curricular Links:

Geography  
PSHE - celebrating difference

### Trips/Visits:

Freshwater Theatre Company workshop - Quest for Windrush  
<https://www.freshwatertheatre.co.uk/sessions.php?ref=windrush>

### Modern Day Links:

- The NHS' role during covid

### Prior Learning:

- The understanding of different reasons for war
- The historical treatment of women across different periods
- The migration of people to Britain from the prehistoric times
- Using sources of evidence to help us to build a picture of life in the past

### Substantive Knowledge:

- A build up of many factors contribute to significant events such as WW2.
- The NHS reflects Britain's desire to have a more equal society and to help all citizens
- The journey of equal rights for women has been long and the role they played in WW2 was one of the significant events that led to future change
- In 1948 the HMS Windrush arrived in the UK which led to higher levels of diversity in Britain.
- The experiences of people living at the same time can vary greatly so we must use evidence to understand different perspectives.

### Big ideas/Disciplinary Knowledge

Cause and consequence  
Change and continuity  
Significance  
Interpretation

### What next?

Y6 - an in-depth enquiry into the British Empire.

Lesson	WALT	What should the children remember?	Lesson plan and outcome	Key Vocabulary
Lesson 1	examine the causes of the war between Britain and Germany.	<ul style="list-style-type: none"> <li>In 1919, after WW1, the Treaty of Versailles was signed by the countries involved in the war. This limited Germany's powers as they were made to pay money as reparations, give up some of their land and get rid of a lot of their military.</li> <li>Britain and France wanted to avoid another war so they allowed Hitler to take over some countries appease him</li> <li>The rise of Hitler gave German people a figure who championed them during hard financial times.</li> </ul>	<p>What is history?</p> <p>Why do we study history?</p> <p>Mindmap: share anything you already know about WW2.</p> <p>Questions as prompts:</p> <p>When was it?</p> <p>Which countries were involved?</p> <p>Do you know any significant events or individuals?</p> <p>Share key vocabulary.</p> <p>Today we are learning about what caused WW2. To do this, we first need to look back to the end of WW1. This created change in Europe. Show a map of Europe in 1914 and in 1919. What differences can you see?</p> <ul style="list-style-type: none"> <li>Germany and Russia have less land</li> <li>There are more countries e.g. Austria, Hungary, Czechoslovakia, Poland</li> <li>Ireland is separate from Great Britain</li> </ul> <p>Why do wars happen? (show images with each word)</p> <ul style="list-style-type: none"> <li>Power</li> <li>Land</li> <li>Resources</li> <li>Pride</li> </ul> <p>Think back to the topics you have covered in history. Can you explain how any of these influenced wars or battles?</p> <ul style="list-style-type: none"> <li>Y3 Iron age - resources</li> <li>Y4 Ancient Greece, Athens vs Sparta - pride &amp; power</li> <li>Y5 Anglo Saxons and Vikings - land &amp; power</li> </ul>	<p>Perspective</p> <p>Treaty</p> <p>Appeasement</p>

			<p>First we are going to watch a short clip to get more of an overview of how the war started.          What do you think were some of the causes of the war from this clip?          Watch to 2.45:  <a href="https://www.youtube.com/watch?v=i234eVT_P8Q">https://www.youtube.com/watch?v=i234eVT_P8Q</a></p> <p>There are many factors that led to WW2 but we are going to focus on three of them:</p> <ol style="list-style-type: none"> <li>1. The Treaty of Versailles</li> <li>2. Appeasement</li> <li>3. The rise of Hitler</li> </ol> <p>The video below will show us some of the other factors too which help us to build a bigger picture of the event:          Watch:  <a href="https://www.ducksters.com/videos/causes-of-world-war-2.php">https://www.ducksters.com/videos/causes-of-world-war-2.php</a></p> <p>When we study history, it is important to remember that it can be told and understood from different perspectives.          How might the people of Germany have felt after WW1 and in the years leading up to WW2?          How might this have helped Hitler's rise to power?</p> <p>Activity: sort the cards into a timeline to show the causes of WW2.</p> <p>Task:          Write the three subheadings and explain how they led to WW2.          Support: word bank          Challenge: create subheadings of power, land, resources and pride. Explain how each of these factors contributed to the war.</p>	
Lesson 2	Examine the impact of WW2 on Britain	<ul style="list-style-type: none"> <li>• In 1939 Britain and France declared war on Germany,</li> </ul>	<p>What is history?</p> <p>Why do we study history?</p>	<p>Blitz          Propaganda          Home Front          War Effort</p>

		<p>following the invasion of Poland.</p> <ul style="list-style-type: none"> <li>• By the middle of 1940, the war had a major shift from World War 1 as the advancements in technology meant that there was a significant air battle between the RAF and the Luftwaffe.</li> <li>• This led to the continued bombing of British and German civilians by air raid strike (known in Britain as The Blitz)</li> </ul>	<p>Quiz: What was the name of the treaty that ended World War One and laid out the reparations to be paid by Germany? Treaty of Versailles</p> <p>What was the name of the term given to the policy Britain and France took in allowing Germany to break some of the measurements of their reparations? Appeasement</p> <p>Britain and France declared war on Germany following their invasion of which country? Poland</p> <p>Share key vocabulary.</p> <p>Class Teacher to ask children what were some of the characteristics of the battles during World War One? Class to then discuss about trench warfare and traditional battles such as naval battles. How did the war effect those still at home?</p> <p>Class teacher to then show some of the great inventions of the 1920s and 30s. How would these have made a difference to conflict and war? Class teacher to focus on the invention and advancement of the plane and show some of the planes used during World War 2. As this is being explained, play a loud air raid siren to interrupt the lesson and get the children to hide under their tables until they are given to all clear.</p> <p>Children to be shown a video explaining life during The Blitz and to record key information on their whiteboards to aid the writing later.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jyv#:~:text=In%20September%201940%2C%20German%20bombers,became%20know%20as%20the%20blitz.">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jyv#:~:text=In%20September%201940%2C%20German%20bombers,became%20know%20as%20the%20blitz.</a></p> <p>How did the war effect life of Britons back home? - rationing - damage to home - air raid shelters - gas marks - evacuees.</p> <p>Children to be shown different propaganda posters and discuss what their aims were.</p> <p>Task: Children to design a poster giving advice to someone being effected by The Battle of Britain. Children to decide what element of the war is effecting them and</p>	
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<p>Lesson 3</p>	<p>analyse the significance of the creation of the NHS.</p>	<ul style="list-style-type: none"> <li>• The NHS provides free healthcare for all people living in the UK.</li> <li>• It was set up by the government in 1948 because they realised the importance of having a strong healthcare system to support people during the war.</li> <li>• It has helped to provide a more equal society in the UK because anyone can receive medical care regardless of their financial situation.</li> </ul>	<p>Starter: True/false - the appeasement meant that Germany was allowed to gain more land and was not stopped. Which of the following was not a condition placed on Germany in the Treaty of Versailles:</p> <ul style="list-style-type: none"> <li>- They had to pay money back to countries affected in the war</li> <li>- They had to send written apologies to each country affected</li> <li>- They were made to have a smaller army</li> <li>- They had to give up some of their land.</li> </ul> <p>What are some of the reasons that Hitler was able to gain such power?</p> <p>Put your hand up if you or anyone in your family has ever gone to see a doctor. Did you know that in the UK, we can receive medical care for free? This is not the case for all countries in the world.</p> <p>What is the NHS?</p> <ul style="list-style-type: none"> <li>- The National Health Service was created by the government in 1948 following WW2.</li> <li>- It is a healthcare system that provides free or low-cost medical treatment for people living in the UK.</li> </ul> <p>Before we learn about the creation of the NHS, let's take a look at what healthcare was like in the UK before WW2:</p> <ul style="list-style-type: none"> <li>- healthcare was provided by a variety of sources e.g. private hospitals (people had to pay to receive treatment), charities and local authorities (small groups of people were responsible for supporting people in a particular area)</li> </ul> <p>Can you think of any problems with these systems?</p> <ul style="list-style-type: none"> <li>- Overall, access to healthcare was limited especially for those who were poor or living in rural areas</li> <li>- Many people couldn't afford the rising costs of private healthcare</li> </ul>	<p>Tax Private and public</p>

			<ul style="list-style-type: none"> <li>- Those who relied on charities or local authority-funded care often faced long wait times and limited treatment options</li> </ul> <p>During WW2, the government realised the importance of having a strong healthcare system to support the country's war effort.</p> <ul style="list-style-type: none"> <li>- they introduced temporary measures to improve healthcare access e.g. emergency hospitals and a network of mobile medical units.</li> </ul> <p>Why do you think these measures were needed?</p> <p>After the war ended, the government passed the National Health Service Act which established the NHS as a national healthcare system.</p> <ul style="list-style-type: none"> <li>- it was an important milestone in the history of healthcare as it made it more equal and accessible</li> <li>- it helped to improve the health and well-being of the population</li> </ul> <p>How do we fund the NHS?</p> <ul style="list-style-type: none"> <li>- Adults who work in the UK pay taxes to the government.</li> <li>- The government has to decide how much of this money to spend on the NHS</li> </ul> <p>Does everyone benefit from the NHS? What does having the NHS suggest about our society?</p> <p>Task: vocabulary bullseye. Stick the sheet into books.</p>	
Lesson 4	investigate the impact of the windrush generation on Britain.	<ul style="list-style-type: none"> <li>• In 1948 the HMS Windrush arrived in the UK.</li> <li>• Hundreds of people came from the Caribbean to live and work in the UK to help to rebuild it after WW2</li> </ul>	<p>Quiz: True/false - The NHS provides free healthcare to anyone living in or visiting the UK. When was the NHS founded? 1936, 1946, 1948, 1950 How did the creation of the NHS change Britain?</p> <p>Linked text: The Story of the Windrush by K.N. Chimbi</p> <p>Hook: show children a class photo from 1950 and a class photo of them.</p>	Migration Generation Culture Diversity

		<ul style="list-style-type: none"> <li>• They faced hardships such as racism but brought their culture and skills to the UK which led to a more diverse society.</li> </ul>	<p>Discuss and compare these photos.          What changes can you see?          What might be the reason for these changes?</p> <p>Britain has always been a place of migration, the movement of people and mixing (link back to prehistory). In our modern society, many people in the UK come from a variety of backgrounds, races, ethnicities and cultures as a result of their ancestors migrating here. Today we are going to learn about a specific generation of people who moved to the UK in 1948.</p> <p>Do you already know anything about the HMS Windrush?          Show images. What do you think these pictures show?</p> <p>The HMS Windrush was a ship that carried passengers from the Caribbean to the UK in 1948. This voyage was significant because it marked the beginning of mass migration from the Caribbean to the UK.</p> <p>Activity: in small groups, you will be given a primary source related to the HMS Windrush voyage (e.g. a newspaper article, government policy, letter, photograph). Read the document and discuss what it might tell us about the reasons for the HMS Windrush voyage.</p> <p>Each group feedback to the class and create a list on flipchart. Possible answers:</p> <ul style="list-style-type: none"> <li>- The need for labour in the UK to rebuild cities after WW2</li> <li>- The desire for a better life in the UK</li> <li>- The invitation from the UK government to citizens of the Commonwealth to come and work in the UK</li> </ul> <p>Consider the experiences of the passengers on the HMS Windrush. What might have been some of the challenges and difficulties they faced during their journey and upon arrival in the UK?</p> <p><b>Task: provide pupils with sources to show how the Windrush generation have contributed to healthcare, transportation and culture in the UK. In groups, create a presentation to the rest of the class to answer the question, 'how have the</b></p>	
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			<p>Windrush generation contributed to Britain?</p>	
<p>Lesson 5</p>	<p>compare the lives of women before, during and after WW2.</p>	<ul style="list-style-type: none"> <li>• Before WW2, women were thought of as homemakers and caregivers.</li> <li>• Women were not given the same opportunities as men</li> <li>• During WW2, women took on many of the men's roles as they had gone to fight the war.</li> <li>• Women played a vital role during WW2. They were central to the war effort.</li> <li>• After the war, women's roles returned to pre-war roles.</li> <li>• Women in WW2 left a lasting legacy that would change women's rights in the future.</li> </ul>	<p>Quiz True/false - The HMS Windrush arrived in Britain in 1948. Which of the following was not a reason for the Windrush generation coming to the UK?</p> <ul style="list-style-type: none"> <li>- They hoped for a better life in Britain</li> <li>- They were needed to help to rebuild Britain after the war</li> <li>- They were invited as citizens of the Commonwealth</li> <li>- They wanted to learn how to speak English</li> </ul> <p>How did the Windrush generation impact Britain?</p> <p>Explain that in today's lesson, we are going to look at evidence of what life was like for women during WW2, and how this changed Britain after the war.</p> <p>Share the question 'Why was life different for women during the war and how did it change after the war?'</p> <p>Create a large class chart split into 3 sections before, during, after. Throughout the lesson, add notes to each section to say what life was like for women before, during and after. Children could have their own copies too. They will use this to support their writing at the end of the lesson. Refer back to the question 'why' throughout the lesson.</p> <p>Think back to the times you have studied in history. What was life like for women?</p> <ul style="list-style-type: none"> <li>- Y2 Emily Davison, protesting for equal rights and the vote</li> <li>- Y4 Ancient Greece, women seen as second class citizens to men</li> </ul> <p>What was life like for women before WW2?</p> <ul style="list-style-type: none"> <li>- homemakers and caregivers</li> <li>- not given same opportunities as men</li> </ul> <p>We are going to watch a clip that was released by the government in 1942. Think</p>	<p>Propaganda Legacy homemaker caregiver</p>

		<p>about these questions:          What can I see?          What does it tell me?          What do I need to find out?          Watch from 2.50 - 6.26  <a href="https://www.iwm.org.uk/collections/item/object/1060006283">https://www.iwm.org.uk/collections/item/object/1060006283</a></p> <p>Need to talk here about this being a primary source of evidence, but the fact that it is scripted, so will have given the message that the makers wanted it to give. Pause at key points in the video and ask key questions. e.g. Why did the man look unimpressed when he saw the women come out of the truck to help? How did his perception of the women change by the end? What message were the government trying to give by releasing this video?</p> <p>During WW2, everyone was needed to help with the war effort especially as many of the men had been sent to the frontline. Look at these propaganda (have they met this word before? Does it need further exploration?) posters targeting women, what sort of jobs were they being asked to do? What message are these posters giving? Why?</p> <ul style="list-style-type: none"> <li>- Women in the services</li> <li>- Women in factories</li> <li>- Land girls</li> <li>- Other paid and voluntary work.</li> </ul> <p>Explain that women played a vital role in WW2 and took on many of the jobs/roles that had traditionally been men's. This was a big shift as women would not have been allowed to take on these roles previously. However, once the war was over, women returned to their previous roles or were encouraged to take jobs that were 'womens' work - nurses, midwives, cleaners and clerical staff. Jobs were still strictly segregated by gender and routine. Repetitive work was categorised as women's work for women's (lower) wages.</p> <p>Really stuck on this - research suggests that life was still quite unequal for women. Is it a significant event because it led to slowly changing public opinion and eventual better rights for women? There's so much content that could be</p>	
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			<p>discussed and I can't work out the best direction to take it in.  <a href="https://www.striking-women.org/module/women-and-work/post-world-war-ii-1946-1970">https://www.striking-women.org/module/women-and-work/post-world-war-ii-1946-1970</a> I thought this was interesting but not sure where to take the lesson. Most lessons online focus on what the women did during WW2 but I can't work out how to create a lesson on how life changed after it.</p> <p>This is all so interesting! I would say that's the point of the lesson - that things didn't change straight away for women, but that they left a lasting legacy. The daughters of women during WW2 then went on to campaign for rights and equal opportunities for women, but this wouldn't have happened without the groundwork that women in the 1940s started.          Here is another useful website:</p> <p><a href="https://www.bbc.co.uk/teach/did-ww2-change-life-for-women/zbktwty">https://www.bbc.co.uk/teach/did-ww2-change-life-for-women/zbktwty</a></p> <p>Task - using the notes made during the lesson, children answer the following question. 'Why was life different for women during the war and how did it change after the war?'</p>	
Lesson 6	answer the question, 'how did WW2 change Britain?'		<p>Quiz:          True/false - everyone migrating from British colonies to Britain had a negative experience when they arrived.          Which piece of evidence do you think would be the least reliable and why?</p> <ul style="list-style-type: none"> <li>- a photograph</li> <li>- a letter</li> <li>- a poem</li> <li>- an interview</li> </ul> <p>Share an experience of a person that you learnt about last week. What did this tell you about Britain during this time?</p> <p>CT to provide resources used in previous lessons to support writing.</p> <p>Possible structure for written task:</p>	

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|  |  |  | <ol style="list-style-type: none"><li>1. What was Britain like before WW2?<ul style="list-style-type: none"><li>- healthcare</li><li>- women's rights</li><li>- culture</li></ul></li><li>2. How did it change after WW2?</li><li>3. Why did it change?</li></ol> |  |
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Challenge: which aspect do you think marked the most significant change for Britain and why?

Support: provide pupils with specific questions to answer and sentence stems.