



Yrs 3+4 History – Unit 9

Children in World War Two (based on QCA Unit 9)

Learning Intentions

In this unit pupils find out about the effects of the Second World War on children in their local area, nationally and internationally. There are also opportunities to consider the effects of war on children today. Pupils will use a range of sources to study World War Two and will look at the reasons for and the results of key aspects of the war.

Pupils will be expected to:

- demonstrate factual knowledge and understanding of the impact of World War Two on children in particular, as well as society in general;
- give reasons for, and the results of, evacuation;
- identify different ways in which World War Two has been represented;
- ask and answer questions using a range of sources.

Resources for further work

Reference books, dictionaries, atlases, *The Diary of Anne Frank*, *Safe Harbour* by Marita Conlon-McKenna or another children's book set in World War Two, sticky notes to annotate the whiteboard.

Glossary / Vocabulary

Adolf Hitler	The leader of Germany from 1933 – 1945.
Allied forces	The nations that fought together against Germany in World War Two.
Anne Frank	A Jewish girl who kept a diary during World War Two.
anti-aircraft guns	Guns used to fire against enemy planes.
blackout	During World War Two, people had to cover their windows with black paper and make sure no lights showed at night.
blitzkrieg	The German term for heavy bombings. British people shortened it to "Blitz".
conflict	A disagreement or battle between two or more groups of people or countries.
concentration camp	A place where Hitler had Jewish people imprisoned. Millions of Jews died in these camps.
evacuated	To be taken away from a dangerous place and kept in safety.
Franklin D. Roosevelt	The president of the USA from 1933 – 1945.



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invade	To enter another country by force.
Joseph Stalin	The leader of Russia from 1924 – 1953.
memorial	Something designed to remember a person or event.
Winston Churchill	The prime minister of Britain from 1940 – 1945.
World War One	The world war that lasted from 1914 – 1918.
World War Two	The world war that lasted from 1939 – 1945.
United Nations	The nations that work together to stop wars.



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Lesson notes (sections 1– 6)

1. World War Two

Learning Objectives

Pupils will learn:

- when and where WWII took place;
 - about the leaders and key events and dates of the war.
- Tell pupils that in 1914, World War One began. The war lasted for so long and was so terrible that nobody thought that there could possibly be another war like it. Tell pupils that World War One ended in 1918, and that only 21 years later, World War Two began. If there is a class timeline, these events could be placed on it. Ask pupils to work out how long ago World War One and World War Two started and ended.
 - Ask pupils if they already know anything about World War Two and if they know any of the names of some of the leaders. Show pupils the photographs of Hitler, Churchill, Roosevelt and Stalin.
 - Show pupils the animation about World War Two. This animation shows the history of World War Two very briefly. Not all countries joined the war in 1939, and neither did the war end for all countries at the same time. Also, since the end of World War Two, a number of countries have altered their names and/or boundaries, so this map will not match up to a modern map. The main point of this activity is to indicate the scale of the war. Pupils could find out exactly which countries were involved and compile a class list. The countries involved in World War Two could then be marked on a map. You may wish to explain to pupils that Germany occupied some countries, such as Holland, Belgium and Greece. People living in these countries were forced to follow rules and laws set down by the Germans.

World War Two

1933
Hitler becomes the leader of Germany.
He wants lots of land in Europe to belong to Germany.

1933 1934 1935 1936 1937 1938 1939 1940 1941 1942 1943 1944 1945

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Notes



2. Blitz

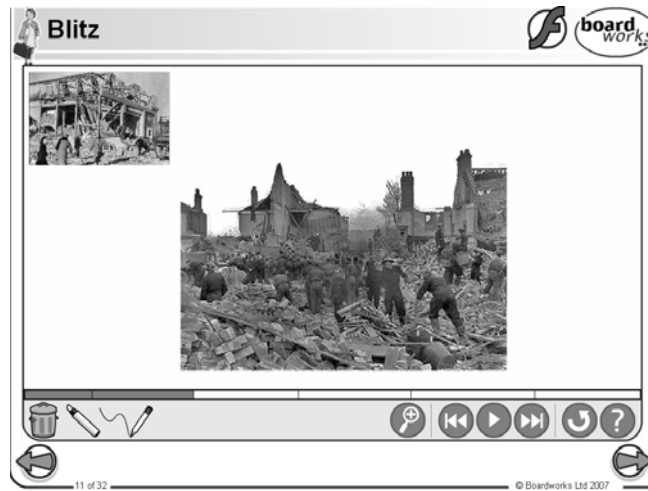
Learning Objectives

Pupils will learn:

- the characteristic features of the Blitz and what type of area was most likely to be affected;
 - to locate where bombing raids took place;
 - about the effects of air-raids.
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- Show pupils the map of Britain and explain the term 'Blitz'. You may wish to point out to pupils that the Republic of Ireland was neutral during the war, along with other countries such as Switzerland. The red dots on the map mark out some cities that were bombed during the Blitz.
 - In pairs, pupils could discuss the question, *"Why do you think these places were targets?"* Collect pupils' responses before moving onto the next slide to find out the answer. The cities marked by the red dots are: London, Plymouth, Southampton, Cardiff, Swansea, Liverpool, Portsmouth, Canterbury, Ipswich, Norwich, Hull, Middlesbrough, Sunderland, Edinburgh, Clydebank and Belfast.
 - Explain to pupils that the cities marked by red dots were targeted because they were port cities. Hitler wanted to destroy the ports where warships were built and to stop supplies being imported into Britain. As the yellow dots appear on the map alongside the red ones, ask pupils why they think those places were also targeted. The cities marked by yellow dots are: Glasgow, Manchester, Sheffield, Nottingham, Birmingham, Coventry, Bristol and Bath.
 - Tell pupils that these cities marked by the yellow dots had factories which made things that Britain needed to win the war, such as ammunition. Pupils could look at a map of Britain and see how close the local area is to somewhere that was bombed during the Blitz.
 - Ask pupils to complete the activity to work out how a home-made bomb shelter was made. Tell pupils that an air-raid siren would sound as soon as enemy planes were sighted. People had to go to their shelters and stay there until the all-clear signal was sounded. Then show pupils the photographs which show the aftermath of an air-raid. Ensure pupils understand that serious damage was caused by the bombs, and that thousands of people were injured, killed and made homeless. Ask pupils to consider what it might have felt like to have to sit for hours at a time in an air-raid shelter listening to the bombing taking place outside. Ask pupils how they would feel if they came out of the shelter to find their house had been destroyed. It may be useful to talk to someone from the local area who remembers the Blitz, or to find written memories of the Blitz.



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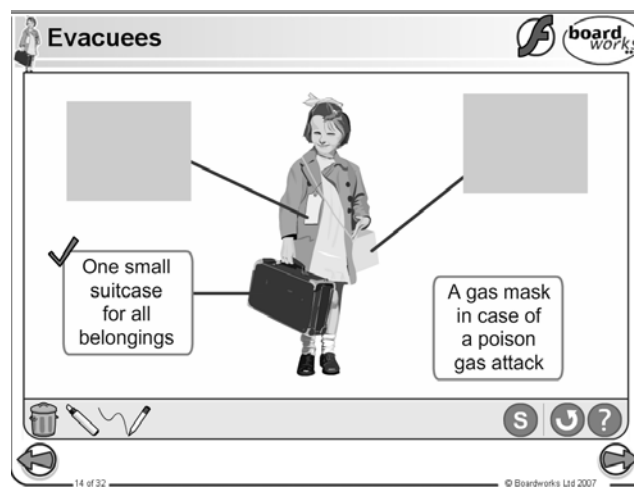
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3. Evacuees

Learning Objectives

Pupils will learn:

- about the causes of evacuation;
 - to find out about the experiences and feelings of evacuees, from a wide range of information sources;
 - to communicate their learning in an organised and structured way, using appropriate terminology.
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- Emphasise to pupils the danger of living in a city that was targeted by German bombers. Explain that it was decided to send children from the cities to live in the countryside where it was safer, and that these children were called evacuees. Ask pupils what it might have felt like to be sent away to live with strangers.
 - Ask pupils to label the picture of an evacuee. Pupils could work in pairs to write a list of the items they would have taken with them if they were evacuated.
 - Tell pupils that they are going to read an extract from the novel *Safe Harbour* by Marita Conlon-McKenna. The story is about two children who are evacuated to Ireland, and that their Aunt Jessie is helping them get ready to leave. Tell pupils that children were often evacuated in a hurry and they did not always have time to pack everything that they wanted to take. Pupils can highlight any part of the extract that helps them to understand what it might have been like to be evacuated. If a mark is made with the pen or highlighter tool, it must be deleted before scrolling down.
 - Ask: “*Why would a letter be so important to an evacuee?*” Encourage pupils to suggest possible endings to the sentence starters given onscreen. Pupils could go on to complete their own letter using the ideas discussed in class.



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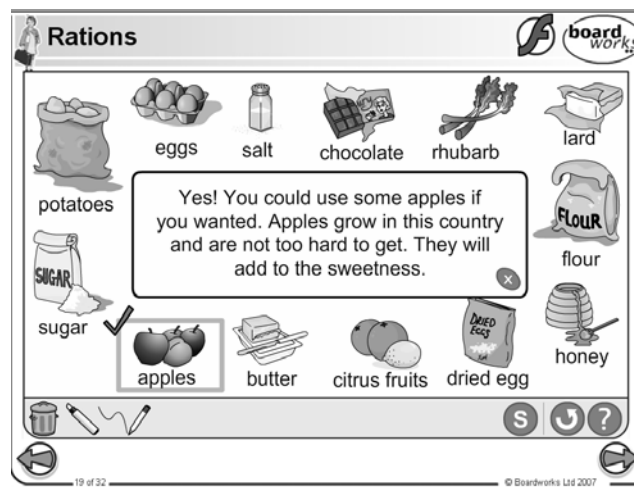
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4. Rations

Learning Objectives

Pupils will learn:

- why rationing was necessary;
- about the impact of rationing on the way of life of people living in Britain during World War Two.
- Pupils could look at the labels in their clothes or on food in their packed lunches (such as stickers on fruit) to see if they can find out where the various items have come from in the world. Explain to pupils that a lot of items are made in other countries and imported to Britain. Tell them that during World War Two, it was very difficult for things to be imported. This led to rationing.
- Tell pupils about ration books and that people were very limited on what they could eat and cook with. Show them the recipe for Rhubarb Pudding. Pupils should guess which ingredients they think can be used in the pudding. Ask questions about the various ingredients, such as *“What has been used to sweeten the pudding? Why would it have been easier to get honey rather than sugar? (Sugar is imported.) Why would it have been easier to get hold of potatoes rather than flour?”* (You can grow your own potatoes. Flour has to be processed.)
- Pupils can also play the Clothing Coupon game. Throughout the war, clothes were also rationed, and people were only allowed a certain amount of coupons per year. This amount varied from year to year, but in this game the limit is 48 coupons. Pupils can choose whatever clothes they like from the shop window. When they have reached their coupon limit, ask them to think about how many clothes they own and how often they have new clothes bought for them.



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5. War experiences

Learning Objectives

Pupils will learn:

- an overview of how the war affected people's everyday lives;
 - about the restrictions on people, how they suffered during the war, their courage and resilience;
 - that the war affected children in different ways;
 - that the war created many refugees;
 - about the treatment of Jewish people during the war;
 - where and how the local area was affected by World War Two;
 - how to find out about the war in their locality from recollections of someone who lived through it;
 - to select information from sources;
 - to compare the local and national experience.
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- Pupils could be divided into groups to look at the different images and discuss how the war might have affected the people in each photograph. Pupils could be divided into groups to discuss one picture each. Responses could include *Everyone in the family could be upset that they are going to have to spend a lot of time apart, women might have been pleased to do jobs that were done by men before the war because it was a way of them helping the war effort, the young soldier might have been looking forward to going away to fight for his country, the voluntary firemen might have been worried about looking after the people in their neighbourhood, the couple might be scared that they might not see each other again.*
 - It may be interesting to note that the photograph of the couple standing together is actually their wedding day. Pupils could compare this photo to modern images of weddings and note the differences. Ask: *“Why is the bride not wearing a typical bride’s outfit? Why is the groom in his Navy uniform?”* Pupils can relate this experience to the knowledge gained in the previous chapter about clothes rations.
 - Explain that Hitler hated Jewish people and that Jewish people all over Europe were arrested and forced to go to concentration camps. This is a very sensitive subject and it may be difficult to convey the true scale of the Holocaust to pupils. There is a map which shows how many Jewish people from various European countries died after being sent to concentration camps. You may wish to expand on this slide and give pupils further information about the treatment of Jewish people by the Nazis.
 - This section could also be expanded on by discussing how children from all over the world were affected by the war. Explain that Japan was involved in the war, and children in countries such as China, Vietnam and Indonesia suffered because of the Japanese invasions. Japan also attacked the USA, and the USA responded by dropping atomic bombs on Hiroshima and Nagasaki. Pupils could research into which countries were bombed during World War Two, and mark the affected countries on an atlas.
 - The extract from Anne Frank’s diary can be used to help further pupils’ understanding of the way the Nazis treated the Jews. Pupils can use the highlighter or pen tool to highlight any words or phrases they think are important, but any marks made must be deleted before scrolling down. You may wish to tell pupils that Anne Frank was a Jewish girl living in



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Holland. She had been born in Germany, but her family were forced to move during the 1930s. Anne Frank and her family lived in hiding between 1942 and 1944. They lived with another family, and no one could go out at all. Friends of the family helped them by buying them food, which was a very dangerous thing to do because the Germans would imprison or kill anyone who helped Jewish people.

- Make sure pupils are clear that Anne and her family did not go outside for the entire time they lived in their hiding place. Ask pupils what they think that would have been like. Anne Frank and her family were eventually discovered by the Germans in 1944. The family was split up and sent to various concentration camps. Anne, her sister Margot and her mother Edith all died in 1944. Anne's father Otto was the only surviving member of the family.

War experiences

World War Two affected lots of different people in lots of different ways. How do you think the war affected all of these people?

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5. Review

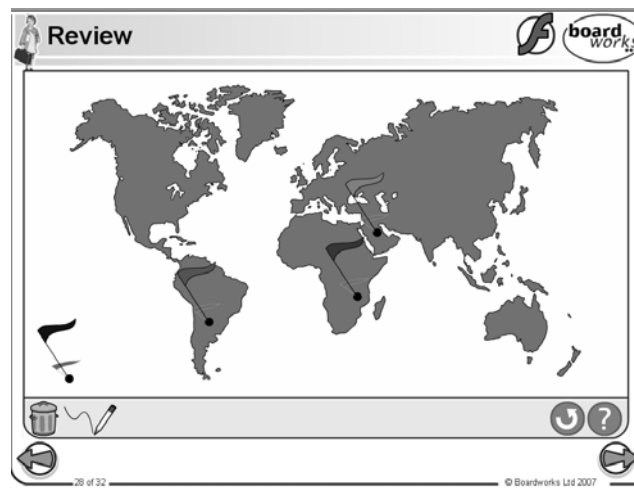
Learning Objectives

Pupils will learn:

- about conflicts going on today and how they affect the lives of children;
- to make connections between World War Two and today.
- Explain that all over the country there are war memorials to commemorate the soldiers who died in battle. Often, memorials like the one shown in the photograph were erected after World War One or World War Two, but the poppy has come to symbolise the remembrance of all soldiers who have died in any war. If there is a war memorial in the local area, pupils could visit it.
- Tell pupils that after World War Two, the United Nations was founded. It is an international organisation that was set up in the hope of being able to intervene in conflicts and prevent wars from breaking out. It also handles international law, security, economic development and human rights issues. However, there are still wars going on today, and pupils could research into any current conflicts and use the interactive map to drag a flag to any countries that are affected by war.

Extension task/homework

- Pupils could choose one piece of evidence from the slide, or other evidence that has been covered in class work, and complete an extended piece of writing. Discuss with pupils how the war affected people in the local area, people in Britain as a whole, and children throughout the world.



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