



Knowledge and Skills Mind Map (History) - Year 5 Autumn Term

Disciplinary Concept: 

1. Can I place World War 2 on a timeline in relation to other historical events? (short intro session)

- **Vocab:** duration, timeline, chronological order, sequence, place
- **Prior learning (Y4 Summer):** sequenced the key events during Anglo Saxon and Scots settlement in Britain on a timeline
- Know that historians use dates to place historical events on a timeline
- Know World War 2 lasted from 1st September 1939 to 2nd September 1945
- The duration (how long something lasts) of World War 2 was 6 years
- **Chronology:** Place World War 2 on a timeline (use school history timeline of curriculum topics)

2. Can I understand how the causes and consequences of World War 2 are connected?

- **Vocab:** causes, consequences, chain, allies, axis, economy
- **Prior learning (Y4 Summer):** cause and consequences (long and short term) of Anglo Saxon settlement in Britain
- Know allies of WW2: UK, USA, Soviet Union (Russia), France, Canada, China, + others
- Know axis of WW2: Germany, Italy, Japan,
- Recap: events in history have short term and long term consequences
- Know how causes/consequences are connected/linked:
 - One event (cause) triggers another event.
 - That event becomes a cause for the next.
 - Each link creates consequences that shape history.
- Know that causes can be political (government leaders and rules), economic (country's money/trade/jobs), social (how people live together) and cultural (beliefs, traditions, way of life)

• Know the connected causes/consequences that led to World War 2:

1. End of World War I (1918)

- Germany is defeated and blamed for the war.
- **Consequence:** Germany forced to accept harsh peace terms.

2. Treaty of Versailles (1919)

- A peace agreement after World War I that made Germany promise to stop fighting, pay huge amounts of money to Allies to pay for damage, give up land (e.g., Alsace-Lorraine to France), reduce its army to 100,000 soldiers
- **Consequence:** no money left in Germany led to unemployment and anger/resentment.

3. Germany's economy (all of a country's money) struggled

- Great Depression (1929) worsens poverty. The Great Depression was when many people lost their jobs, had very little money, and lots of businesses closed. It started in the United States and spread to other countries around the world. As Germany had to pay back so much money to Allies, it had a huge impact on the country.
- **Consequence:** People lose faith in the country's government and leaders

4. Rise of Hitler and Nazi Party (1933)

- Hitler promised: jobs and economic recovery, to not follow the Treaty of Versailles, to restore German pride and make the country larger by taking over other countries
- **Consequence:** The Nazi party (led by Hitler as a dictator) became stronger and popular

5. Invasion of Poland (1939)

- Hitler invades Poland after taking Austria and Czechoslovakia.

Britain and France declare war.

Consequence: Start of World War II.

- **Consequences of WW2:** 60 million deaths, holocaust (death of 6 million Jewish people), countries devastated (cities destroyed, economies ruined), political change (United Nations formed to prevent future wars; Germany divided)

• **Cause and Consequence:** causes and consequences are connected (chain reaction), under-

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3. Can I use scale and intervals on a timeline of the key events of World War 2? (possibly 2 sessions)

- **Vocab:** timeline, chronological order, scale, interval, timeline, succession
- **Prior learning (lesson 1):** placed WW2 on a timeline in relation to other historical events
- Recap: a timeline is a useful way of sequencing events in chronological order
- Know an interval is the amount of time that passes between two specific moments or events
- Know that scale means:
 - A timeline scale means equal steps represent equal amounts of time (e.g. 1cm = 1 year).
 - WWII events are close together compared to ancient periods (e.g. Anglo Saxons)
 - Some years include many events (e.g., 1940–1941), others fewer.
 - The scale helps show how fast things changed during WWII.
 - If 6 years = 30 cm on the line, each year is 5cm apart
- **Glossary of events:** (note for teachers: knowledge required for timeline and task below)
 - **Evacuation of Dunkirk:** after Germany invaded France, thousands of British and French soldiers escaped from Dunkirk by boats across the English Channel to Britain.
 - **Battle of Britain:** German planes tried to bomb Britain's major cities and industrial areas, but Britain's Royal Air Force successfully defended Britain (first major defeat for Germany).
 - **Pearl Harbor:** Japan attacked U.S. ships in Hawaii, destroying many and causing America to join World War II.
 - **Battle of El Alamein:** in the deserts of North Africa, the Allies defeated German forces, stopping them from taking control of Egypt.
 - **Battle of Stalingrad:** Germany fought Russia in Stalingrad, but lost badly, marking a turning point in the war.
 - **D-Day:** Allied soldiers landed on beaches in France to push Germany back and free Europe from Nazi control.
 - **VE Day:** Germany surrendered to the Allies, and the war in Europe ended.
 - **Atomic Bombs:** America dropped two powerful bombs on Japanese cities, forcing Japan to surrender.
 - **VJ Day:** Japan surrendered to the Allies, and World War II ended everywhere.

Key events:

1939 – War Begins

- Germany invades Poland.
- Britain and France declare war (1st September).

1940 – Early British Involvement

- Evacuation of Dunkirk: May–June 1940.
- Battle of Britain: July–October 1940.

1941 – War Becomes Global

- Germany invades the Soviet Union: June 1941.
- Japan attacks Pearl Harbor: 7 December 1941 (USA enters the war).

1942–1943 – Turning Points

- Battle of El Alamein (North Africa): October–November 1942.
- Battle of Stalingrad: 1942–February 1943.

1944 – D-Day

- D-Day (Allied invasion of Normandy): 6 June 1944.

1945 – War Ends

- VE Day (Victory in Europe): 8 May 1945.
- Atomic bombs dropped on Hiroshima and Nagasaki: August 1945.

• VJ Day (Victory over Japan): 2 September 1945.

- Know that an interval is the amount of time that passes between two specific moments or events (refer back to timeline):
 - Some events happened in quick succession (Dunkirk to Battle of Britain was only 1 month).
 - Interval between beginning and end of WW2 was 6 year and 1 day
 - Some required years of preparation (D-Day).

(task: children to use scale and intervals when adding key events onto a timeline e.g. 30cm timeline with each year 5cm apart)

• **Chronology:** Use scale and intervals on a timeline to develop chronological understanding



4. Can I use evidence to explain the similarities and differences between life in Britain and Germany during World War 2?

- **Vocab:** similarities, differences, rationing, evacuation,
- **Prior learning:** compared similarities/differences with life in Roman Britain & Anglo-Saxon Britain
- Know that as historians, evidence helps us to explain why things are similar or different
- Know that life in Britain and Germany was impacted enormously due to war.

Similarities:

Rationing

- Both Britain and Germany had rationing. This means people could only buy a small amount of food and clothes.
- **Why?** The war made it hard to get enough food because ships and trains were attacked.
- **Evidence:** Ration books were used in both countries.

Bombing Raids

- Both countries were bombed. People had to hide in shelters to stay safe.
- **Why?** Bombing was used to try to break people's spirits and stop factories making weapons.
- **Evidence:** Photos show Anderson shelters in Britain and bunkers in Germany.

Women's Roles

- Women worked in farms and factories in both countries because men were away fighting.
- **Why?** Both countries needed women to help with the war effort.
- **Evidence:** Posters in Britain and Germany asked women to help.

Differences:

Beliefs and Rules

- Britain believed in freedom and democracy. Germany followed Nazi rules and Hitler's ideas.
- **Why?** Different leaders and beliefs shaped how people lived.
- **Evidence:** British posters said "Keep Calm and Carry On." German posters said "One People, One Leader."

Technology

- Britain used radar to spot enemy planes. Germany made powerful weapons like V-2 rockets.
- **Why?** Britain wanted to defend itself. Germany wanted to attack and win more land.
- **Evidence:** Maps of radar stations in Britain and photos of German rockets.

Evacuation

- Britain sent children to the countryside early in the war. Germany waited until later.
- **Why?** Britain expected bombing early. Germany thought it was safe at first.
- **Evidence:** British leaflets about evacuation and German documents from later in the war.

Evidence to explain why similarities and differences existed

Geography: Britain is an island, so it needed ships for food. When ships were sunk, rationing was strict. Germany had land routes for supplies at first.

Technology: Germany spent money on weapons to attack. Britain spent money on radar to defend.

Beliefs: Nazi ideas in Germany kept women at home longer. Britain encouraged women to work sooner.

War Plans: Britain prepared for bombing early. Germany didn't expect heavy bombing until later.

- **Similarities and Differences:** similarities/differences across cultures/societies; use evidence to explain why similarities/differences exist

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5. Can I explain why some things changed during World War II while others stayed the same, and understand that change and continuity can happen at the same time?

- **Vocab:** change, continuity, rationing, evacuation
- **Prior learning (Y4 Summer):** what changed and stayed the same during Anglo Saxon rule?
- Know that change means something became different.
- Know that continuity means something stayed the same.
- Know that as historians, we know that both change/continuity can happen at the same time. Some parts of everyday life changed in during WW2, but some things stayed the same.
- Know that there can be various reasons why changes happened (e.g. geography of a country, beliefs, and the needs of the people in the Britain)

Food

- **What changed?** People had rationing and ate less meat, sugar, and butter.
- **What stayed the same?** Families still cooked meals and tried to eat together.
- **Why?** Britain wanted life to feel normal even though food was limited.
- **Evidence:** Ration books show limits, but recipe books encouraged family meals.

Work

- **What changed?** Many people worked in war factories instead of their usual jobs.
- **What stayed the same?** People still had jobs and worked hard every day.
- **Why?** The war needed weapons and supplies, but work routines continued.
- **Evidence:** Posters like "Women of Britain – Come into the Factories."

School

- **What changed?** Some children went to school in the countryside after evacuation.
- **What stayed the same?** Children still learned reading, writing, and maths.
- **Why?** Education was important even during war.
- **Evidence:** Photos of children in rural classrooms.

Family Life

- **What changed?** Families were sometimes split up because of evacuation or men fighting.
- **What stayed the same?** Families still wrote letters and celebrated birthdays.
- **Why?** People wanted to keep family traditions to stay positive.
- **Evidence:** Letters between parents and evacuated children.

Why Did This Happen?

- **Geography:** Britain is an island, so food was hard to get when ships were sunk.
- **Beliefs:** Britain believed in freedom and wanted life to feel normal.
- **War Needs:** Factories needed workers, so women worked outside the home.
- **Continuity and Change:** understand both can happen at the same time, know why changes occur



6. Can I evaluate the purpose, reliability and perspective of primary sources (propaganda posters) from World War 2?

- **Vocab:** historical enquiry, primary source, propaganda, reliability, purpose, morale
- **Prior learning (Y4 Summer):** reliability and bias of a historical source (Sutton Hoo). It was reliable as it was a primary source about Anglo Saxon times, but showed bias as it only tells us about the life of rich people at the time.
- Know that propaganda is persuasive information that is spread to make people think or act in a certain way and that posters were used to encourage people to help the war effort, keep secrets, stay calm, and support the country
- Know that propaganda posters are primary sources (made at the time of World War 2)
- Know meaning of
 - **Purpose:** the reason the poster was created
 - **Reliability:** whether the poster gives us a true picture of life in the war, or if it only shows what the government wanted people to think.
 - **Perspective:** opinion or angle the poster comes from – usually the government's view, not ordinary people's feelings.



"Dig for Victory"

Purpose: Encourage people to grow their own food to reduce shortages caused by rationing and disrupted imports. Promote morale by making people feel they were contributing to the war effort.

Reliability: Reliable for showing government priorities (food production and rationing). Not reliable for understanding whether everyone could grow food—many lacked gardens or resources. Not a full picture of rationing hardships.

Perspective: Government perspective: promoted collaboration and everyone's important contribution. It didn't consider those who struggled with rationing or had no land.

"Careless Talk Costs Lives"

Purpose: Warn people and soldiers against sharing sensitive information that could help enemy spies. Promote secrecy and helped those fighting to stay safe. Encouraged everyone to keep an eye out

Reliability: Reliable for showing fear of spies and importance of security. Not reliable for everyday life—most people were not constantly in danger of leaking secrets. Reflects government anxiety rather than people's everyday lives

Perspective: Government perspective: shows normal people as potential security risks. Doesn't show ordinary people's feelings about trust and being watched

"Keep Calm and Carry On"

Purpose: Boost morale during bombing raids and uncertainty. Encourage resilience and calmness during difficult times.

Reliability: Reliable for showing the government's desire to keep country motivated. Not reliable for actual emotions—many were fearful and anxious during the Blitz. Represents what the government wanted people to see, not what was actually happening.

Perspective: Government perspective: promotes collaboration and bravery/calmness. Didn't consider those who suffered the loss of loved ones or their homes destroyed in bombings.

"Women of Britain Come Into the Factories"

Purpose: Encourage women to find jobs to replace men who were fighting. Promote role of women during wartime.

Reliability: Reliable for showing how Britain was short of people working and government push for women workers. Not reliable for the full experience—some women faced discrimination and poor conditions.

Perspective: Government perspective: shows women as loyal to Britain and wanting to work. Doesn't show women who didn't want to work or faced challenges in factory work.

• **Historical Enquiry:** Use a range of sources and consider reliability, purpose, and perspective.

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7. Can I understand why the significance of The Blitz has changed over time and understand different perspectives on its importance?

- **Vocab:** significance, Blitz, perspective, changes over time
- **Prior learning (Y4 Summer):** explained why the Anglo Saxon period is significant at the time and why we learn about it today.
- Recap that 'significance' important and why we study it as historians. Significant events in history changed people's lives, affected the future and are still talked about today.
- **Know key facts about The Blitz:**
 - Sept 1940-May 1941 Germany bombed Britain heavily, especially London.
 - Hitler wanted to destroy British morale and force Britain to surrender by bombing cities and civilians.
 - At its worst, London was bombed for 57 nights in a row.
 - 43000 were killed. Many homes, schools and buildings were destroyed.
 - Families had to hide in air raid shelters or underground stations. Children were evacuated to the countryside for safety.

Why was the Blitz significant at the time? (Short-term impact)

- It caused fear and destruction in cities.
- It tested Britain's strength and morale.
- It made people feel united – the "Blitz spirit" (helping each other and staying strong).
- It forced changes like blackouts, rationing, and evacuating children to the countryside.

Long-term impact

- The Blitz became a symbol of British courage.
- It changed cities – many had to be rebuilt after the war.
- It influenced art, books, and films about World War II.
- Today, it is remembered as part of Britain's identity and history.

Why has its significance changed over time?

- In 1940, it was seen as a huge threat and a turning point in the war.
- Today, historians debate whether it really changed the outcome of the war as it didn't stop Britain from fighting and Germany didn't win the war.
- Modern views focus on the human stories and the myth of the Blitz spirit (some say it was exaggerated by propaganda).

Different perspectives

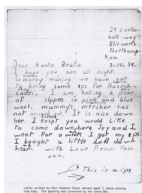
- Government in 1940: The Blitz was very important for morale – they used posters and radio to keep people calm.
- Ordinary people: Some felt proud and strong, others were scared and angry.
- Historians today: Some say the Blitz was less important than other events like the Battle of Britain or D-Day.
- **Historical significance:** significance changes over time; different perspectives of significance

(Evacuee Week—other evacuee activities to be completed as part of this week, including 'evacuee day')

8. Can I understand why historians' interpretations of a source could be different when researching evacuation?

- **Vocab:** interpretation, evacuation, evacuee, source, evidence, purpose, bias
- **Prior learning (Y4 Summer—lesson 8):** Understand why a writer, architect/historian and artist may have different interpretations of Anglo Saxon times
- **Recap:** primary sources are made at the time of evacuation and help us understand what it was really like. Examples: government posters, photos, evacuee letters home
- **Know:** definition of interpretation is what we think or understand from a source

Evacuee letter: (<https://www.mylearning.org/resources/a-letter-home-from-a-northamptonshire-evacuee>)



- Know this letter is a primary source as it is written by an evacuated child
- Know: historians can make various interpretations from this evacuee letter (written by a 7 year old), including:
 - The child is with their sister (who has corrected spellings in the letter)
 - The child is trying to stay cheerful ('it's nice down here')
 - The child appears to be enjoying their new home and the countryside activities (picking fruit and knitting slippers) are different from the city
- Know that an historian may have some further questions to gain more information before making assumptions that all evacuees had this experience e.g. Did all evacuees live with their siblings? Did children continue to enjoy evacuation later on in War? (This letter was early on in Oct 1939).

Photos of Evacuees (photo 1):



A young child named Freddie Bower crosses upon arriving at King's Cross Station in London for wartime evacuation, 1939.

- Know these two photos are primary sources as they were taken during evacuation process
- Historians could interpret the following about photo 1:
 - This child is standing outside, possibly on a school playground
 - The child has a label (ID tag) and small box (most likely a gas mask)
 - The child is dressed smartly, which suggests parents tried to prepare them well for the journey
 - The photo suggests that young children were scared to leave their parents
- Know **historians can make different interpretations** of this photo. Some may say normal young children were very vulnerable and upset. Other historians may say that British people were working together to keep each other safe at a time of War.

Photos of Evacuees (photo 2):



- Historians could interpret the following about photo 2:
 - These older children are in larger group and smiling, suggesting they were excited and saw it as an adventure
 - They were carrying very little, meaning they had to leave most of their belongings behind
 - The photo is of a large group, suggesting it was well organised
 - There is a train carriage in the background; this is how they travelled to the countryside
- Know **historians can make different interpretations** of this photo. Some may say that children were excited for the adventure. Others may say it was staged to make it look positive.

Why could historians have different interpretations/disagree when looking at these sources?

Evidence Available (information or clues we have to help us understand the past)

- The letter gives a personal view – it might tell us how one person felt.
- The photos show what evacuation looked like, but they don't tell us feelings or problems.
- If a historian only sees the happy group photo, they might think evacuation was fun and well-organized.
- If they read a sad letter, they might think evacuation was scary and upsetting.

Purpose (reason why something was made or written)

- The photos might have been taken by the government to make evacuation look safe and positive.
- The letter was written for a friend or family, so it might be more honest about feelings.

Bias (when someone shows only one side of the story or their own opinion)

- People who took the photos might want to show the best side of evacuation.
- The person writing the letter might only talk about their own experience, which could be very different from others.

(suggested task: stick in evacuee letter and 2 contrasting photos of children being evacuated. Children to explain information that can be interpreted and explain why historians can have different interpretations of an event based on the sources they have)

- **Historical Interpretation:** explore why interpretations could be different (using evidence available, sources' purpose and bias)