









Keep Calm and Carry On Knowledge Organiser



Key Question: Were there any true winners from WW2?
Key Concepts: Resilience and Teamwork

Key Vocabulary	
Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))
Evacuation	Leaving a place
Evacuee	Someone who was evacuated, moved from a danger area to a safer place (normally from the cities to rural areas)
Black out	System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes
Rationing	The controlled distribution of scarce resources (mainly food & clothing)
Air raid shelter	A building to protect people from bombs dropped by planes. Anderson Shelter: Made of corrugated iron. Usually at the end of the garden Morrison Shelter: Metal cage used inside the house. Could double as a kitchen table
Axis	Countries which fought on the German side (including: Italy, Germany, Japan, Russia (1939-1941))
Nazi	Member of the fascist German political party which came to power in 1933. Symbol = swastika
Blitz	Series of aerial bombing raids on the UK, mainly cities including London, Bristol & Nottingham
Luftwaffe	The German Air Force (responsible for the Blitz)
Enigma	A machine used by the Nazis to send coded messages
Fascism	Right wing political view associated with not allowing opposition and total control by a dictator
Motive	Something that causes a person to act in a certain way, do a certain thing - their incentive.
Stereotype	An assumption about what someone will do or how they will behave based on what social groups they belong to, such as race or religion
Bias	Our perception of the way things are or should be, even if it's not accurate.
Propaganda	The spreading of information in support of a political cause which was often misleading or biased

ALLIED POWERS		
Country	Date Joined	Death Toll
FRANCE 	3 rd Sep, 1939	600,000 1.44% of population in 1939
UK 	3 rd Sep, 1939	450,900 0.94% of population in 1939
SOVIET UNION 	22 nd Jun, 1941	approx. 24,000,000 13.7% of population in 1939
USA 	8 th Dec, 1941	419,400 0.32% of population in 1939

AXIS POWERS		
Country	Date Joined	Death Toll
GERMANY 	1 st Sep, 1939	approx. 7,200,000 8.5% of population in 1939
ITALY 	11 th Jun, 1940	approx. 500,000 1.14% of population in 1939
HUNGARY 	27 th Jun, 1941	464,000 5.08% of population in 1939
JAPAN 	7 th Dec, 1941	approx. 3,000,000 4.1% of population in 1939



'History will be kind to me for I intend to write it.'
Churchill

'It is not truth that matters, but victory' - Hitler (performing Nazi salute above)



Swastika (symbol of Nazis)

Timeline									
1939 September 1 - Germany invades Poland. World War II begins.	1940 January - Rationing introduced across Britain	1940 May 10 to June 22 - Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe including the Netherlands, Belgium, and northern France.	1940 July 10 - Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain	1941 December 7 - The Japanese attack the US Navy in Pearl Harbor. The next day the US enters World War II on the side of the Allies.	1944 June 6 - D-day and the Normandy invasion. Allied forces invade France and push back the Germans	1945 April 30 - Adolf Hitler commits suicide as he knows Germany has lost the war.	1945 May 7 - Germany surrenders to the Allies and victory is declared the next day.	1945 August - Atomic bombs dropped on Hiroshima and Nagasaki by the US killing approximately 226,000 people.	1945 2 September - Japan surrenders signalling the end of WWII

Leaders	
Adolf Hitler 	Leader of the Nazi Party and Chancellor of Germany, 1933-1945 (also referred to as the Führer meaning leader)
Winston Churchill 	UK Prime Minister, 1940-1945 (and again from 1951-1955)
Neville Chamberlain 	UK Prime Minister, 1937-1940 (infamous for failed attempts to satisfy Hitler's demands prior to the war)

Talking points to discuss at home
 Why did WW2 begin? What was life like in Britain during WW2? Can children grow up happily when their country is at war? How far would you go to protect our way of life? Would you have gone to war? Should we always believe what we are told in the media? After so much hurt, why are wars still taking place in our world today? How did Britain change/remains the same after the War?

DON'T FORGET...

EVACUATION DAY IS ON **TUESDAY 6TH DECEMBER**. CHILDREN WILL NEED TO COME TO SCHOOL THAT DAY DRESSED AS AN EVACUEE!

In **Maths** this half term, the children will be developing their understanding of fractions including expanding and simplifying; comparing and ordering; using them with all four operations; and finding a range of equivalent fractions. Throughout the learning of all concepts, we use visual diagrams to support our understanding. When the children are secure, we move on to practise the procedure in a range of contexts and reasoning problems.

History will be the main focus for this half-term. We will use debating skills to determine why Britain went to war with Germany; analyse a range of sources to examine the lives of evacuees; and study key concepts like propaganda, which will develop our awareness of evidence and how trustworthy it is. We have a visit booked in from an evacuee, who is going to share his real-life experiences and we will have an Evacuation Day on **Tuesday 6th December** to deepen our understanding further. Exciting!

During this half term's **RE** unit, we will explore the concept of 'Incarnation' with the key question: *Was Jesus the Messiah?* We will learn what Christians think about this question and why they believe his birth, life, death and resurrection were part of a longer plan by God. Finally, we will explain the importance of a Messiah to Christians and how this is particularly celebrated at Christmas time.



Through our **English**, the children will be exploring a selection of different texts beginning with the beautiful and poignant poem 'In Flanders Fields'. After studying this to unpick the descriptive language, the children will create their own poetry written from a specific viewpoint describing the announcement of WW2. We then move on to 'Rose Blanche', a story book with beautiful illustrations that follows the life of a little girl through WW2 in Germany. As Rose discovers what we will later learn to be a Jewish concentration camp, we will put ourselves in her shoes as we write a diary dealing with her conflict of emotions. After this text, we will be using 'The Journey' by Francesca Sanna, which turns our thoughts to more modern day wars. The children will use skills taught throughout this unit to apply to an independent piece of writing based on the journey of a WW2 evacuee to the countryside.

In **Science**, we will deepen our understanding of 'Light'. We will explore how light travels in straight lines and use this knowledge to understand how the eye sees using light. Throughout the unit, we will plan and carry out different investigations and experiments to develop our scientific knowledge and vocabulary.

PE will take place every **Tuesday (outside)** and **Friday (indoor)**. In our outside PE, we will be developing our knowledge of Tag Rugby and our indoor gym sessions will focus on the 'social' cog to encourage others and work collaboratively creating routines.

In **Art**, the children will be creating observational sketches of WW2 artefacts. They will begin by thinking carefully about the size and proportion of objects. Using their awareness of tone when making observations, they will then use specific shading techniques to emphasis tone in their own sketches.

In **French**, the children will learn how to use decoding skills to understand unknown language in French. They will learn the key facts of WW2 when described in French and hopefully write a letter in French as an evacuee.

The children will be cooking a delicious 'Woolton pie' in **DT** this half term after learning about its significance during WW2 in times of rationing.

Our **Computing** topic will link very well with the coding work that took place at Bletchley Park in WW2. The children will be tasked with cracking and writing codes. Then, they will create a presentation about a chosen historical figure that contributed to technological advances in computing.