



YEAR SIX KNOWLEDGE ORGANISER HISTORY: WW2

TIMELINE (ADD KEY EVENTS / DATES FOR THIS TOPIC)

1939	Germany invades Poland
1940	Dunkirk evacuation
1940	Battle of Britain
1940-41	The Blitz
1941	Attack on Pearl Harbour
1944	D-Day – Normandy landings
1945	VE Day in Europe

KEY KNOWLEDGE

- Children can identify the reasons why WW2 started
- Children can understand why rationing was introduced and how it worked
- Children can explain what The Blitz was and why Evacuation took place
- Children can identify the keys figures in WW2 and the roles they played
- Children know when and what D-Day signified
- Children are familiar with the Holocaust in Europe

KEY INDIVIDUALS



Winston Churchill



Adolf Hitler

KEY VOCABULARY

Allies, Blitzkrieg, evacuees, Holocaust, Axis Powers, concentration camps, Black out, Luftwaffe, rationing, Fascism, Air Raid Shelter, D-Day, occupation, Nazi, Fuhrer, The Blitz, Spitfire

SUBJECT SPECIFIC SKILLS

- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Know key dates, people and times studied.
- Recognise that some events, people and changes are judged as more significant than others
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues

PRIOR KNOWLEDGE (LINKS TO OTHER YEARS)

Roman Invaders Lower KS2

Anglo-Saxons and Scots Lower KS2

Viking Invaders and Settlers – Upper KS2



YEAR SIX KNOWLEDGE ORGANISER HISTORY: MIGRATION / IMMIGRATION

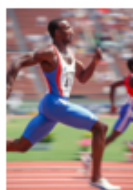
TIMELINE (ADD KEY EVENTS / DATES FOR THIS TOPIC)

AD 43	Second Roman invasion of Britain
c. 5 th century	Anglo-Saxon invasions
c. 8 th century	Viking invasions
1066	Norman conquest
1685	Revocation of the Edict of Nantes - Huguenots
1845	Great Irish Famine
1948	Empire Windrush lands at Tilbury Dock

KEY KNOWLEDGE

- Children can understand and offer definition and reasons for migration
- Children can identify a timeline for migration into Britain dating back to The Romans.
- Children are aware of key examples of migration into Britain
- Children investigate the reasons around the Windrush migrations
- Children can articulate the cultural influence of Windrush migration
- Children understand issues of racism and discrimination arising from immigration

KEY INDIVIDUALS



Linford Christie



Baroness Floella Benjamin

KEY VOCABULARY

Immigrant, migrate, immigration, population, economic migrant, settler, invader, displaced, refugee, war, famine, natural disaster, flee, humanitarian, political asylum, residence, visa

SUBJECT SPECIFIC SKILLS

- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.

PRIOR KNOWLEDGE (LINKS TO OTHER YEARS)

Roman Invaders Lower KS2

Anglo-Saxons and Scots Lower KS2

Viking Invaders and Settlers – Upper KS2 WW2 – Upper KS2



YEAR SIX KNOWLEDGE ORGANISER HISTORY: CANALS AND RAILWAYS

TIMELINE (ADD KEY EVENTS / DATES FOR THIS TOPIC)

1761	Opening of the Bridgewater Canal
1784	Quarry Bank Mill, Styal opened
1803	Cotton becomes Britain's biggest export replacing wool
1829	Rainhill Locomotive Trials held
1830	Opening of the Liverpool to Manchester Railway
1894	Opening of the Manchester Ship Canal

KEY KNOWLEDGE

- The Industrial Revolution started in Britain.
- The Industrial Revolution happened between c.1750-1850.
- Coal and steam were important in the Industrial Revolution.
- The development of canals and railways were key to the Industrial Revolution.
- The Industrial Revolution resulted in mass migration from rural to urban areas.
- Liverpool and Manchester were pivotal in the development of the canals, railways and Industrial Revolution.

KEY INDIVIDUALS



Frances Egerton - The 3rd Duke of Bridgewater



George Stephenson

KEY VOCABULARY

Factory, urbanisation, mechanical, machinery, steam, railways, canal, barges, landowners, engineers, architect, mill, working conditions, rural decline, mass production, skilled, unskilled

SUBJECT SPECIFIC SKILLS

- Develop chronologically secure knowledge of the events and periods of time studied.
- Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.
- Bring knowledge gathered from several sources together into a coherent account.
- Use appropriate vocabulary when discussing, describing and explaining historical events.

PRIOR KNOWLEDGE (LINKS TO OTHER YEARS)

Islamic Civilisation Upper KS2 – role of science and invention in development
Titanic and Liverpool Lower KS2 – role of shipping in trade and travel