

World War Two

Social Studies Topic

SECOND LEVEL



KEEP CALM AND CARRY ON



CONTENTS

Outcomes

PACE Planner

Introductory Lesson

PART ONE

WWII the Build Up

PART TWO

1939

PART THREE

1940

PART FOUR

1941

PART FIVE

1942

PART SIX

1943

PART SEVEN

1944

PART EIGHT

1945

BLURB

Experience World War II as it happened in this chronological pack. Starting with the rise of the Nazis this pack covers all aspects of WWII including: the home front, war in Africa, war in the Pacific, war in Europe, entertainment and culture. Culminating in the celebrations of VE day and VJ day and the retribution of the Nuremberg trials.

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OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
WORLD WAR II	2 nd	Social Studies	

CURRICULUM FOR EXCELLENCE OUTCOMES

ART AND DESIGN

Though observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

EXA 2-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-07a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-19a



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HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 2-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 2-14a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

LITERACY

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

LIT 2-02a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are

LIT 2-08a



LITERACY

When listening and talking with others for different purposes, I can:

- Share information experiences and opinions.
- Explain processes and ideas.
- Identify issues raised and summarise main points or findings.
- Clarify points by asking questions or asking others to say more.

LIT 2-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-23a

I can use my notes in other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new texts. I recognise the need to acknowledge my sources and can do this appropriately.

LIT 2-25a



LITERACY

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

SOCIAL STUDIES

I can use primary and secondary sources selectively to research events in the past.

SOC 2-01a

I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology

SOC 2-02a

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

SOC 2-14a



SOCIAL STUDIES

I can discuss issues of the diversities of cultures, values and customs in our society.

SOC 2-16c

I can discuss issues of the diversity of cultures, values and customs in our society.

SOC 2-16c

TECHNOLOGIES

As I extend and enhance my knowledge of features of various types of software including those which help find, organise manage and access information, I can apply what I learn in different situations.

TCH 2-03a

Throughout all my learning I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 2-04a



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PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> I am learning about the events leading up to WWII. I am discovering the links between WWI and WWII. I am learning how to place events in chronological order. I am learning about WWII as it happened. I am discovering the methods used by the government help the war effort e.g. rationing, evacuation, dig for victory. I am learning about the domination of the Nazis early in WWII. I am learning about the severity of the Blitz all over the UK. I am finding out about music and movies during the war years. I am discovering facts about WWII in Europe, the Pacific and Africa. I am learning about the effects of bombing raids in Germany. I am comparing women at work before, during and after WWII. I am finding out about espionage and codebreakers during WWII. I am increasing my confidence when I am learning how to use primary sources. I am finding out about concentration camps and victims of the Holocaust. I am learning about the UN Charter. I am learning to appreciate the far reaching effects of war. 	<ol style="list-style-type: none"> Complete worksheet about before WWII. Start a WWII timeline. Start a WWII frieze. Draw a plan for an allotment. Complete evacuation activities. Complete WWII in 1939 worksheet. Write a menu using rationing recipes. Design newspaper front page about Dunkirk. Complete a Battle of Britain worksheet. Complete a worksheet on the Blitz. Research facts about clothes rationing. Complete worksheet about WWII in 1942. Design a 1941 web page. Design a movie poster. Present information about a WWII battle. Write a biography. Fill in the missing words about 1943. Draw a city after an air raid. Complete worksheet on WWII in 1944. Draw a picture of the D-day landings. Research a spy and write a fact file. Draw a VE day celebrations. Investigate women in WWII. Discuss the UN charter. 	<ul style="list-style-type: none"> I can carry out research using a variety of resources to find out about WWII. I can present my findings in various ways i.e. verbally, written and using computer packages. I can put important events into chronological order to aid my understanding of WWII. I can locate important WWII landmarks, towns and cities . I can create artwork inspired by WWII. I can work together in a group with my classmates. I can appreciate the effect of WWII on people all over the world. I can explain the evacuation process. I can discuss rationing and the reasons behind it. I can appreciate the effect and purpose of propaganda during WWII. I can describe various battles that took place during WWII. I can identify D-day as a turning point in the war. I can appreciate the need for the UN after WWII. 	<p>MAKE Participate in the design of the WWII class frieze. Design a website about 1941. Design a newspaper front cover. Draw Berlin after a bomb raid. Design a movie poster. Draw Berlin during an air raid. Draw the VE Day celebrations. Design an allotment.</p> <p>SAY Verbally present information about parts of WWII. Discuss the United Nations charter. Present a fact file about WWII spies.</p> <p>DO Carry out research using a variety of resources. Create a WWII timeline Design a 1941 web page. Investigate the role of women during WWII.</p> <p>WRITE Write a menu and a biography. Complete worksheets about aspects of WWII. Write a rationing menu. Write articles for a Dunkirk newspaper. Write a biography.</p>



World War Two – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

SPLIT THE GROUPS

In order to get randomly selected groups ask the children to sort themselves into height order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who has short hair?)
2. Writer (who's got their tie on?)
3. Reporter (who loves history?)
4. Timer (who has the biggest school bag?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. WWII the Build Up
2. 1939
3. 1940
4. 1941
5. 1942
6. 1943
7. 1944
8. 1945

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



PART ONE

World War Two

The Build Up



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WORLD WAR TWO TIMELINE – THE BUILD UP

29 th Oct 1918	The German Revolution begins.
9 th Nov 1918	Kaiser Wilhelm abdicates.
11 th Nov 1918	Armistice Day – the official end of World War I.
28 th Jun 1919	The Treaty of Versailles is signed and implemented.
11 th Aug 1919	The end of the German Revolution and establishment of the Weimar Republic.
1920's	Germany struggles with severe economic hardship.
30 th Jan 1933	Hitler is appointed Chancellor of Germany.
20 th Mar 1933	First concentration camp formed at Dachau.
26 th Apr 1933	Herman Goering forms the Gestapo – the Nazi Secret Police.
10 th May 1933	The Nazis start burning books that represent ideologies opposed to Nazism.
14 th July 1933	All other political parties are banned in Germany.
30 th Jun 1934	The Night of the Long Knives – Hitler has many political enemies murdered.
19 th Aug 1934	Hitler becomes Fuhrer by merging the roles of President and Chancellor.
5 th Sep 1934	The Nazi Party hold their 6 th Nuremberg Rally it is attended by 700,000 supporters.
1935	The Nazi Swastika flag becomes the recognised German flag.



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WORLD WAR TWO TIMELINE – THE BUILD UP

26 th Feb 1935	Hitler orders that the Luftwaffe is created.
15 th Sep 1935	The Nuremberg Laws state that relationships between Jews and Aryans are banned.
17 th Mar 1936	The German Army enters the Rhineland.
1936	Berlin is host to the Summer Olympics Games.
12 th Mar 1938	Hitler orders the German Army into Austria – Anschluss.
29 th Sep 1938	Chamberlain and Hitler sign the Munich Agreement.
1 st Oct 1938	The German Army occupies the Sudetenland.
9 th Nov 1938	Crystal Night – many Jewish properties are destroyed by the German Army.
15 th Mar 1939	The German army invades Czechoslovakia, breaking the Munich Agreement.
17 th Mar 1939	Chamberlain gives a speech stating the Hitler cannot be trusted.
31 st Mar 1939	Chamberlain vows to defend Poland if the Germans invade.
29 th May 1939	Hitler and Mussolini sign the Pact of Steel agreeing to help each other in war.
23 rd Aug 1939	Hitler and Stalin sign the Nazi-Soviet Pact.
1 st Sep 1939	The German Army invades Poland.
3 rd Sep 1939	Britain and France declare war on Germany.



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WWII the Build Up TEACHER'S NOTES

WWII began only 21 years after the end of WWI. The purpose of this set of notes is to make clear what happened during 1918 and 1939 that led to another catastrophic world war.

THE TREATY OF VERSAILLES

In 1919 three of the World's leader met to discuss what would happen in the aftermath of WWI. Woodrow Wilson – President of the USA, David Lloyd George – Prime Minister of Britain and Georges Clemenceau – Prime Minister of France. Italy and Japan were also involved initially but the final details of the treaty were decided by the 'Big Three' – America, Britain and France. The purpose of the Treaty of Versailles was to lay the blame for WWI directly at Germany's door.

GERMAN REVOLUTION

During World War I Germany was an Empire i.e. the country was ruled by a Monarch or Kaiser. At the end of World War I there was a revolution in Germany lasting from November 1918 until August 1919. Kaiser Wilhelm abdicated and the imperial government was replaced by a republic, which became known as the Weimar Republic.

THE MAIN TERMS OF THE TREATY OF VERSAILLES

Germany should accept blame for starting WWI

Reparations – Germany will pay £6.6 billion for war damage.

Disarmament – Germany must limit the numbers in the Navy and Army. The number of ships permitted will be severely limited – submarines are not permitted. There is to be no poison gas, armed aircraft, armoured tanks or guns.

Territory – land is to be taken away from Germany – Alsace and Lorraine is returned to France. Anschluss (union with Austria) is forbidden.

The German people were very unhappy with the treaty, they thought it was too harsh. Under the treaty life in Germany was very hard, there were no jobs, money was devalued and food was scarce.



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WWII the Build Up TEACHER'S NOTES

WEIMAR REPUBLIC

The Weimar Republic existed in Germany between 1919 and 1933. The Weimar Government tried to rebuild Germany after World War I. During the 1920's the government succeeded in making some improvements but the Great Depression in the early 1930's caused massive unemployment and political unrest. The Nazi Party was growing in popularity, Adolph Hitler had promised to tear up the unpopular Treaty of Versailles and build a new and more powerful Germany. With much political wrangling Hitler was sworn in as the Chancellor of Germany on the 30th of January 1933. This was the end of the Weimar Republic and the start of the Third Reich.

The word Reich in German means realm or kingdom.

THE FIRST REICH – Germany was part of the Holy Roman Empire covering much of Central Europe for 1,000 years.

THE SECOND REICH – this refers to Imperial Germany which lasted from 1871 until the revolution of 1918/19.

THE THIRD REICH - this is the period from 1933 – 1945 when the Nazi Party were in power in Germany.

FACTS ABOUT NAZI GERMANY

1. In 1934 Hitler became the Fuhrer by combining the roles of Chancellor and President.
2. Hitler was a dictator.
3. Racism, especially anti-Semitism, was a major part of the regime. The Aryan race were considered the purest.
4. People with political views that opposed the Nazis were imprisoned, killed or exiled.
5. Hitler created a single-party state by banning or dissolving all other political parties.
6. Education was used to indoctrinate people.
7. Women were suppressed.
8. Propaganda was used to control public opinion.
9. Hitler ignored the Treaty of Versailles and began building the German army, navy and air force.



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WWII the Build Up TEACHER'S NOTES

The first Nazi concentration camp was formed at Dachau in 1933.

RHINELAND

The Rhineland was made a demilitarised zone in the Treaty of Versailles. The German Army were not allowed within 50km of the Rhineland. In 1936 Hitler sent troops into the Rhineland. This was the first of Hitler's acts of aggression.

ANSCHLUSS

Anschluss is the term used to describe the German annexation of Austria (Hitler's country of birth) in March 1938. The Austrian Government tried to remain independent of Germany but Hitler demanded that all powers be transferred to the Austrian Nazi party or the country would be invaded by Germany. The Government relented and Hitler claimed Austria.

The official name of the Nazi Party was the National Socialist German Workers' Party or NSDAP.

The swastika flag became the national flag of Germany in 1935.

In 1936 Hitler formed alliances with Italy and Japan.

In 1938 Hitler became the commander of the Army.

KRISTALLNACHT

In November 1938 the German army smashed windows of Jewish owned shops, synagogues and homes in Germany and Austria. 30,000 Jews were taken to Nazi Concentration Camps.

APPEASEMENT is where

compromises are made with an enemy power to avoid conflict. Britain and France adopted a policy of appeasement when dealing with Hitler in the 1930's. After the devastation of WWI they wanted to avoid another war at all costs.

MUNICH AGREEMENT

Hitler wanted the Sudetenland a large area on the border of Czechoslovakia. Hitler and Mussolini met with Neville Chamberlain and Edouard Daldier (French PM) in Munich in September 1938. It was agreed that Hitler could have the Sudetenland, if he promised to make no further demands for territory in Europe. The Munich Agreement was broken in March 1939 when Hitler seized the rest of Czechoslovakia. With this action the policy of appeasement was abandoned and it seemed that war was imminent.



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MAJOR EVENTS OF WORLD WAR II

1939	1940	1941	1942	1943	1944	1945
Hitler annexes Austria and Czechoslovakia.	Churchill becomes Prime Minister.	The British Navy sink the Bismarck.	American soldiers are stationed in UK.	The Casablanca Conference takes place.	The Soviets move into Poland.	The Allies win the Battle of the Bulge.
France and Britain use appeasement to avoid war at all costs.	338,226 British Army soldiers are rescued from Dunkirk.	Rationing of clothes and furniture is introduced.	The Allies win the Battle of Midway.	The Germans surrender at Stalingrad and in North Africa.	The Battles of Anzio and Monte Cassino.	Auschwitz, Belsen and Buchenwald are liberated.
Hitler's army invades Poland.	Hitler's Army invades France.	The Blitz ends.	Dig For Victory is launched.	The Dambusters.	D-Day.	Roosevelt dies.
France and Britain declare war on Germany.	The Battle of North Africa begins.	Hitler's Army invades the Soviet Union.	The Allies win the Battle of El Alamein.	The Allies invade Sicily.	Paris is liberated.	Hitler dies and the Germans surrender.
The Battle of the Atlantic begins.	The Allies win the Battle of Britain.	The Japanese attack Pearl Harbour.	The Battle of Stalingrad begins.	Make Do and Mend is launched.	Glenn Miller's plane disappears.	VE Day.
Blackout and Evacuation are introduced.	The Blitz on Britain begins.	The Pacific War begins.	Anne Frank goes into hiding.	The Allies invade Italy.	The Battle of the Bulge begins.	VJ Day.

World War II is the deadliest conflict in world history.

In total there were over 73 million military and civilian deaths during the conflict.

WWII lasted for 6 years and 1 day.



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ALLIES	LEADER	DECLARED WAR	MINOR ALLIED COUNTRIES		
Britain	Neville Chamberlain Winston Churchill	1939	Australia	Czechoslovakia	New Zealand
France	Paul Reynaud Phillippe Petain	1939	Belgium	Greece	Norway
USA	Franklin Roosevelt	1941	Brazil	Mexico	Poland
Soviet Union	Josef Stalin	1941	Canada	Luxemburg	South Africa
China	Chiang Kai-shek	1941	Cuba	Netherlands	Yugoslavia

AXIS	LEADER	DECLARED WAR	MINOR AXIS COUNTRIES	
Germany	Adolph Hitler	1939	Bulgaria	Romania
Italy	Benito Mussolini	1940	Finland	Thailand
Japan	Hideki Tojo Emperor Hirohito	1941	Hungary	Vichy France

The Germans invaded France in 1940 and created Vichy France. Free France was an underground resistance movement that fought along with the Allies.



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WWII the Build Up ACTIVITY 1

Can you complete this WWII worksheet?

Fill in the missing letters to find out
the countries involved in WWII.

A__IE__	A__IS
U__i__d__in__d__m	Ge__an__
__ra__ce	__ta__y
So__ie__U__io__	J__p__
U__it__d__S__a__e__	Vi__h__Fra__e

WHO AM I?

I met with Hitler many times and tried to avoid war at all costs. On the 3rd of September 1939 I made a radio broadcast to tell the British people we were at war. I resigned as Prime Minister in 1940.

I was the leader of Italy during World War II. I was part of the Axis powers and supported Hitler in his attempts to take over Europe. I was arrested and imprisoned in 1943.

Unscramble the sentences and write them in your jotter.

history in conflict War the II deadliest world World is.

World 73 Over died II people War million during.

World day lasted II for War six one years and.

1941 in War America involved became II World in.

Unscramble the letters to find WWII leaders. Write down their country and if they were Axis or Allies.

1. phlAdo tleHir
2. noWsint lICruhhic
3. kliFnarn vlooreste



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WWII the Build Up

ACTIVITY 1 - ANSWERS

Can you complete this WWII worksheet?

Fill in the missing letters to find out the countries involved in WWII.

ALLIES	AXIS
United Kingdom	Germany
France	Italy
Soviet Union	Japan
United States	Vichy France

WHO AM I?

I met with Hitler many times and tried to avoid war at all costs. On the 3rd of September 1939 I made a radio broadcast to tell the British people we were at war. I resigned as Prime Minister in 1940.

Neville Chamberlain

I was the leader of Italy during World War II. I was part of the Axis powers and supported Hitler in his attempts to take over Europe. I was arrested and imprisoned in 1943.

Benito Mussolini

Unscramble the sentences and write them in your jotter.

World War II is the deadliest conflict in world history.

Over 73 million people died during World War II.

World War II lasted for six years and one day.

America became involved in World War II in 1941.

Unscramble the letters to find WWII leaders. Write down their country and if they were Axis or Allies.

1. Adolph Hitler
2. Winston Churchill
3. Franklin Roosevelt



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WWII the Build Up ACTIVITY 2

Can you start a World War II timeline?

You need a large piece of paper, a pencil, ruler, glue and scissors.

1. Fold your paper in half lengthways.
2. Draw a line down the fold.
3. Write 1918 at the start of the line and 1945 at the end.
4. Cut out these facts and stick them in order on your timeline.
5. Keep adding to your timeline!!

1919
The Treaty of Versailles is signed.

1944
The D-Day landings take place.

1943
The Dambusters raid takes place.

1933
Hitler bans all political parties except the Nazis.

1943
The Make Do and Mend campaign begins.

1939
The German Army marches into Poland.

1940
Auschwitz concentration camp opens.

1939
Blackout regulations are introduced.

1938
Hitler and Chamberlain sign the Munich Agreement.

1939
Evacuation begins.

1941
Clothes rationing begins.

1940
The Germans invade and occupy France.

1918
World War I ends.

1934
Hitler becomes German Fuhrer.

1944
The Germans begin using the V2 Rocket.

1939
The government launch the Dig for Victory Campaign.

1920's
Money in Germany becomes completely worthless. Many people are starving and unemployed.

1945
Hitler dies in Berlin.

1939
Britain and France declare war on Germany.



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WWII the Build Up

ACTIVITY 3

Can you work as a class to create a WWII frieze?

To help you learn more about World War II you are going to create a class frieze.

In the box is a list of information that should be included in your frieze. As you progress through the topic you will add more information to your frieze.

At the end of the topic you will have a giant fact file all about World War II.

Other pupils might want to visit your classroom to find out about WWII. So make sure it is bright, bold, interesting and easy to read.

Make good use of shape and colour so your information stands out!

MAKING A WORLD WAR II FRIEZE

These are the first few steps to making an amazing WWII frieze!

1. Draw a map of Europe in 1939 on the wall. Europe looked different in 1939, some of the countries we know today didn't exist. You might need to look at some old maps to be sure.
2. On your map, show the Allied countries in one colour and the Axis countries another colour.
3. Show Berlin, London and your hometown. Keep adding places.
4. Add information to your map e.g. locate where the Dunkirk rescue took place and write some facts to add to the map.
5. Mark out a timeline on your frieze. You should begin in 1933 and end in 1945. Keeping adding to your timeline throughout the topic!
6. Include lots of facts about WWII. Make sure they are easy to read!
7. Add your best pieces of work to the frieze throughout the topic.



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ACTIVITY HINTS AND TIPS

ACTIVITY 1

Reading/Writing

CO-OPERATIVE LEARNING

The children could work in pairs for this task to encourage discussion.

EXTENSION TASK

The children could locate the countries involved in WWII on different maps i.e. a wall map, a globe, Google Earth, a map of Europe, a map of the world.

The children could use Google Images to find pictures of the leaders of Allied and Axis countries.

ACTIVITY 2

Timeline

CO-OPERATIVE LEARNING

The children could work together for this task to allow them an opportunity to discuss the formation of their timeline.

EXTENSION TASK

The timeline should be used throughout the topic to help the children sort events into chronological order.

The children could write or type their facts and add them to the class timeline.

It might be helpful to copy the facts onto A3 paper.

ACTIVITY 3

Class Frieze

CO-OPERATIVE LEARNING

The children could work in pairs, groups or as a class to plan the class frieze using A3 paper.

EXTENSION TASK

The children could work together in groups to identify key information they think should be included on the frieze. They could use the sub-headings – FACTS, PICTURES, MAPS, IMPORTANT PEOPLE, POPULAR CULTURE.



Assessment 1

By completing these tasks your teacher can see how much you have learned about the build up to World War Two. You can look back in your jotter to help you answer the questions.

Answer these questions in sentences.

1. In which country was Adolph Hitler born?
2. Name the three main Axis countries.
3. In which year did the first concentration camp open?
4. How many years are there between the end of WWI and the start of WWII?
5. What was Crystal Night?
6. In what year did clothes rationing begin?
7. What event caused America to become involved in WWII?
8. Nazi Germany is also known as the First Reich. TRUE or FALSE?
9. Who became Prime Minister after Neville Chamberlain?
10. When did WWII begin and end?

Write a paragraph explaining the effect the Treaty of Versailles had on the German people.

Draw a Union Jack flag. Use the pictures to make bunting for your frieze.



Assessment 1 – ANSWERS

Answer these questions in sentences.

1. In which country was Adolph Hitler born?
2. Name the three main Axis countries.
3. In which year did the first concentration camp open?
4. How many years are there between the end of WWI and the start of WWII?
5. What was Crystal Night?
6. In what year did clothes rationing begin?
7. What event caused America to become involved in WWII?
8. Nazi Germany is also known as the First Reich. TRUE or FALSE?
9. Who became Prime Minister after Neville Chamberlain?
10. When did WWII begin and end?

1. Austria
2. Germany, Italy and Japan.
3. 1933 – Dachau.
4. 21 years.
5. The German Army destroyed Jewish homes, shops and synagogues.
6. 1941.
7. The Japanese attack on Pearl Harbour.
8. FALSE – it was the Third Reich.
9. Winston Churchill.
10. It began on the 3rd of September 1939 and ended on the 2nd of September 1945.



Extension Tasks 1

These are internet based tasks for early finishers.
They can be done on an iPad or a computer.

Use Google Earth to find these places. Write a sentence explaining why they are important.

Berlin

London

Warsaw

Austria

Versailles

Dunkirk

Pearl Harbour

Use Google Images to find pictures

1. London during World War II.
2. Glasgow during World War II.
3. Paris during World War II.
4. Berlin during World War II.
5. New York during World War II.

What differences and similarities do you notice?

Use Google Images to find pictures of Hitler giving speeches. Write down 5 words to describe his body language.

Money was worth almost nothing in Germany between WWI and WWII. Use Google Images to find pictures of children playing with money and people paying for food with baskets of money.

HOMEWORK

Find out if any members of you family have memories of World War II. Report what you find out to your class.

Tweet us your work
@LittleMooseEd

Use the internet to find out who was the Prime Minister of Britain in 1939 and who was the Monarch.



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