

YEAR 5: AUTUMN 2 – TIME COP: SOLVING MYSTERIES OF AN ANCIENT WORLD

HISTORY: THE ANCIENT MAYA CIVILISATION

CHRONOLOGICAL UNDERSTANDING: THE ANCIENT MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To develop a chronologically secure knowledge and understanding of a non-European society that provides contrasts with British history:	KYA = thousand years ago (4kya = 4000 years ago)	BC = Before Christ	AD = Anno Domini 'In the year of our Lord'	<i>Maya civilisation</i> 1100BC – 1542AD	<i>Mayans</i>	<i>Mesoamerica</i>	<i>Central America</i>	<i>Mexico</i>
	<i>Timeline</i>	<i>Mayan culture</i>	<i>Sacrifice</i>	<i>Hunter-gatherer</i>	<i>Homo-sapiens</i>	<i>Civilisations</i>	<i>Culture</i>	<i>Technology</i>

Learning links:

Enquiry:

Y3-6 Science

Y3-6 History

Year 3: Ancient Egypt (3100BC – 30BC)
Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Year 4: Roman Britain (43AD – 410AD)
Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Year 4: Ancient Greeks (3000BC – 30BC)
Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

The Ancient Mayan Timeline:

The *Maya civilisation* began long ago in a place called '*Mesoamerica*'. This huge area is made up of *Mexico* and part of *Central America*.

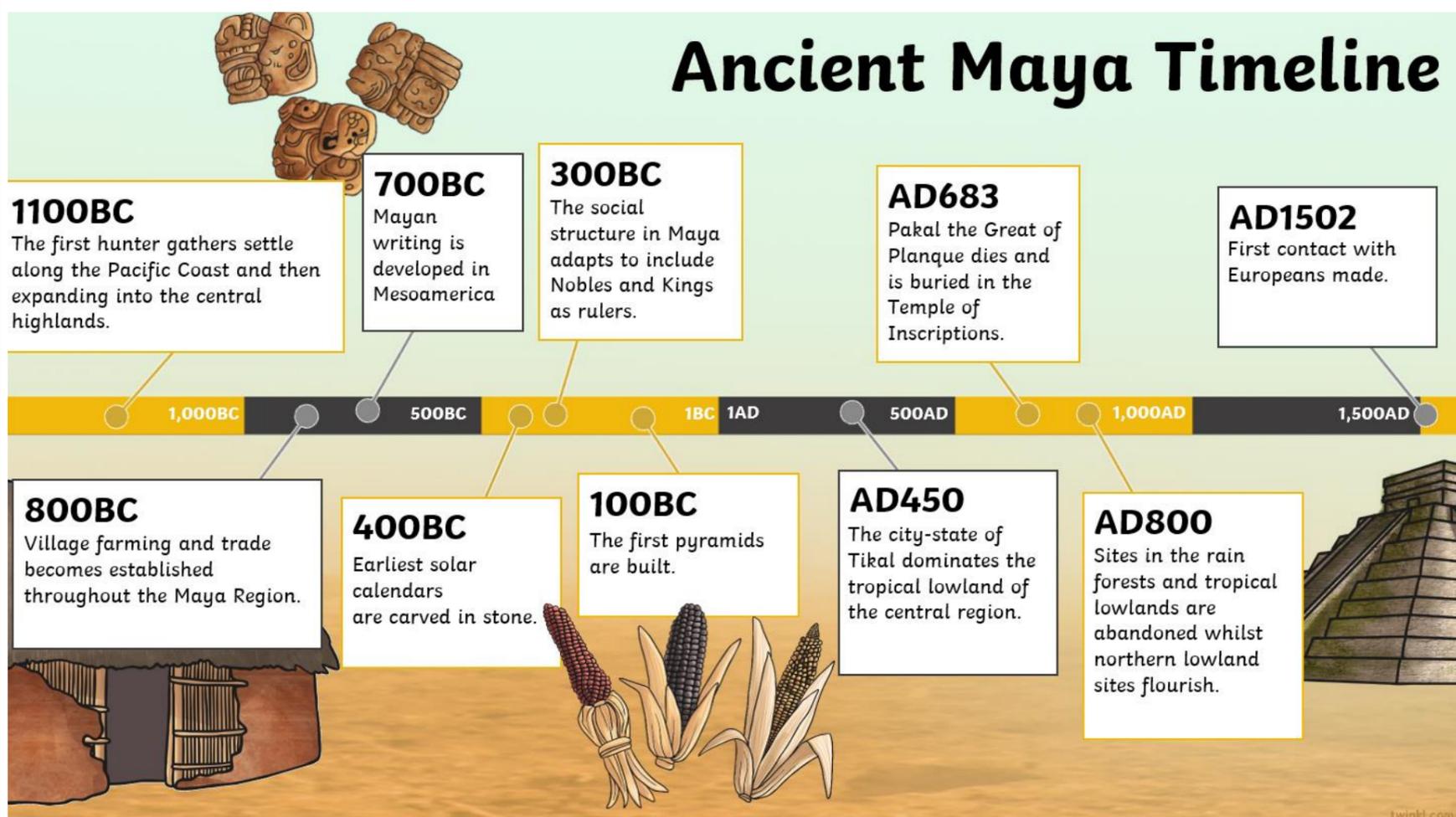
The *Maya* built amazing *cities* like *Tikal* (which they called 'Yax Mutal') and *Palenque*. Even though they lived in different cities, *ruled* by *different kings* and *queens*, the *Mayas shared* a lot of *common beliefs* and *traditions*.

They were *experts* at *reading the stars* and even *built* their *cities* as a *map of the sky*! They were also *inspired* by the *creatures* of the *forest* and shared many *legends about animals, plants* and *nature spirits*.

Mayan culture was *well established* by *1100BC*, and it lasted until *1542AD (that's 2642 years!)* All *Maya shared a common culture* and *religion*, but each *city governed itself* and had its *own noble ruler*. These *cities never came together* to form a *single empire*. *Mayan kings* were *constantly at war* with each other, *fighting* for *tribute* (gifts) and *prisoners* to *sacrifice* to the *gods*.



Ancient Maya Timeline



In *1,100BC*, at roughly the same time as *early humans (homo-sapiens)* were *occupying Britain* during the *British Bronze and Iron Age* (Year 3), the *Maya civilisation* was being developed by *homo-sapiens* living in *central America*.

As the *Roman Empire colonised* and *occupied* most of *Europe* and *Britain* in *43AD – 410AD*, the *Maya* were creating and *developing* their own *cultures, civilisations* and *lifestyles* in *central America*.

Considering that the *Maya*, the *Celts* and the *Romans* were all the *same species* (*homo-sapiens*), it is particularly *interesting* to *compare* the *lifestyles* and *cultures* of the *Maya* with the *Celts* and *Romans*.

How were their lifestyles, culture and technology *similar* and *different* considering that they would have *never met*?

How and *why* were there *similarities* or *differences* between these *civilisations* which were built at the *same time in history* by the *same species*?

The *Maya civilisation* was *prominent* in *Central America* for nearly *2,700 years* until the early *1500's* when the *Maya* were *discovered* by *Spanish explorers*. After many years of battles and *invasion*, the *Spanish* eventually *conquered Central America* in *1542AD* spelling the end for *Mayan civilisation*.



ANCIENT MAYA.exe

Find out more about the Ancient Maya here:

TO UNDERSTAND AND DESCRIBE: MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To understand and describe a non-European society that provides contrasts with British history:

Learning links:

- Enquiry:
- Y3-6 Science
- Y3-6 History
- Year 3: Ancient Egypt (3100BC – 30BC)**
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Lifestyle	Civilisation	Temples	Pyramids	Rainforests	Highlands	Lowlands	Settlement
Palace	Plaza	Marketplace	Pyramid	Religious structure	Observing	Observatory	Preserved

Ancient Mayan Lifestyle:

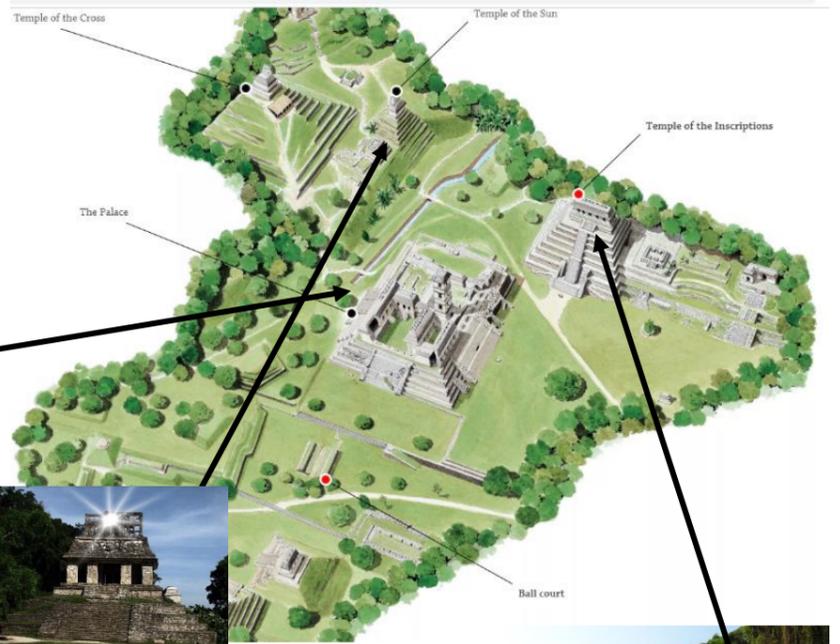
The **Maya** were an extremely **successful civilisation** and were highly **advanced** in **writing, art** and **science**. **Temples** and **pyramids** can still be **seen today** in the **rainforests** of **Mesoamerica** (Central America).

Mesoamerica was made up of **mountains, coasts** and **rainforests**. The **lowlands** were **near the sea** and the **highlands** were in the **mountains**. By **250BC**, most **Mayans** began to **settle** in the **lowlands**. Similar to the **Romans** having impact on **Britain** as it is today (Year 4), parts of **ancient Mayan heritage** is still **present** in **Central America** today.

Mayan Civilisation and Settlements:

The **Maya** **erected** hundreds of **ceremonial cities** in the **rainforests** of **Mesoamerica**. These **cities** were **designed** in a **similar pattern**. There was a **palace** for the **ruler**, a **plaza** for the **marketplace**, and several **giant stone step pyramids**. The cities **shared** the same **culture**, but **remained separate** from each other. There was **never** a **single Mayan empire**, but rather a **widespread, interconnected civilization**. The Mayan city of **Palenque**, shown here, is a well-**preserved site**. The **Maya** first **settled** here as early as **100BC** and the city reached its **peak** between **600AD–800AD**.

Huge **palaces** and **pyramids** were **built** with **religious structures** on top of them as the Maya believed that this brought them **closer to the gods**. Some **pyramids** were also used for **observing the Sun, moon and stars**. The **movement** of these was very **important** to the **Maya**.



The Palace:

Standing on a raised platform, the palace is a complex of courtyards, corridors and rooms. It is distinguished by a high tower that probably served as an observatory or look-out post.

The Temple of the Sun:

The Temple of the Sun is one of the best preserved buildings on the site of Palenque. The temple is on a four-level pyramid. It has a prominent roof comb (a huge carved stone slab).



The Temple of the Inscriptions:

The **Temple of the Inscriptions** is situated in the **Mayan city of Palenque**, in the **midst** of a **tropical jungle**. Hidden in the pyramid was the **funeral chamber** of **King Pakal**, who ruled for 68 years. He was **buried** in this **magnificent resting place** in **683 CE**. The king's **sarcophagus** (stone **coffin**) contained some of the most **beautiful jade objects** ever found in **Mesoamerica**. This temple got its name from the **inscriptions (carved glyphs)** that can be seen on the **temple walls**.



Housing:

Kings and **important people** would have **lived** within the **palace** at the **centre** of the **settlement**. The **common people** and **peasants** would have **lived** in very **simple houses** made from **wood** with **thatched roofs**. The houses were **built on platforms** made from **stone** or dirt to keep them **safe from flooding**. It is these **platforms** which have been **found as evidence** for the houses. The **dead** of each family would be **buried under** the **platforms** of their family home.



Lost Cities of Maya:

Palenque: Situated in what is now **Chiapas** in **Mexico**, the city of **Palenque** was named by **Spanish explorers**. It was actually called, '**Lakam Ha**' by the ancient **Maya** which means '**big water**' due to its many **streams**. Though **abandoned** and **empty** now, **thousands** of people **once lived there**. We now understand lots about the city because of the **buildings** and **glyphs** **left behind**.



Tikal: The city of **Tikal** is in what is now **Northern Guatemala**. Up to **60,000 people** once lived there. The **city** was in **control** of several **smaller cities** and was in a **war of power** with the city of **Calakmul**.



Tonina: In the **same state** as **Palenque**, **Tonina** was one of **Palenque's great rivals**. The **two cities** were **engaged in many wars** together. **Tonina** was one of the **last southern Maya cities to exist**.

What did the Mayans eat?

The **Maya** civilization ate **simple food**. **Maize** was the **central** food in their **diet**, along with **vegetables** such as **beans** and **squashes**. **Potatoes** and a tiny grain called **quinoa** were commonly **grown**. **Avocados** and **tomatoes** were also grown and eaten along with a wide variety of **fruit**. **Maize** was made into a sort of **porridge**, called '**atole**' in **Mesoamerica**. **Maize cakes** were eaten in both regions, but only the **Mesoamerican** peoples ate **maize pancakes**, known as **tortillas**, with **every meal**.



Hunting and **fishing** were **important** for the Incas, Aztecs, and **Maya** civilizations. **Meat** and **fish** were part of the **diet**. In **Mesoamerica** (the region of Mexico and Central America once occupied by the Maya, Aztecs, and other related cultures), the **largest animals** were the **peccary** (a relative of the **pig**) and the **deer**. The animals were **hunted** with **bows** and **arrows**. **Dogs**, **rabbits**, and other **small animals** were also **eaten**. People in **Mesoamerica** also got **meat** from **raising animals** such as **ducks** and **turkeys**. The Incas, Aztecs, and **Maya** **fished** for everything from **shellfish** to **large fish** and **sea mammals** using **nets**, **harpoons** (long spears), fish **hooks**, and sometimes **bows and arrows**.



Mayan Farming:

The **Maya** learned how to **clear forests** and turn this space in to **farmland**. The **forests** were **burned** and the **ash** was used to **fertilise** the **ground**. This **technique** is called '**slash and burn**' and is still used in **farming today**. The **Maya** farmed **numerous crops** including **avocado**, **beans**, **squash**, **corn** and **maize**. **Corn** was the **staple** of their **diet** and was used in many **different ways**. **Ground** and made in to **flatbreads (tortillas)**, **fermented** in to a **beer**, or **cooked** as a **porridge**. It was mainly the **job** of the **Mayan peasants** to **clear the forests** for **farming**.



The Precious Cacao:

One of the many **crops** that the **Maya** farmed was the **fragrant cacao bean**. These **beans** grew on **trees** from the soils of **El Salvador**, **Guatemala** and **Belize**. They were a **precious** crop; **prized** for their **chocolatey** flavour and used in **drinks** for the **rich** and **noble**. **Unsweetened cacao** is deeply **bitter** and the Maya would **spice** it up with some **chillies**; a **drink** still enjoyed today! The **cacao bean** was so **valuable** to the **Maya civilisation**; it was even used as **currency**.



TO UNDERSTAND AND DESCRIBE: MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To understand and describe a non-European society that provides contrasts with British history:

Learning links:

Enquiry:

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Y3-6 History

Year 3: Ancient Egypt

(3100BC – 30BC)

Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

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(43AD – 410AD)

Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Year 4: Ancient Greece

(3000BC – 30BC)

Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Ceramic

Codices

Jade

Rituals

Sacred

Astronomy

Ulama

Currency

Chichen Itza

Mathematicians

Harvest

Astronomers

Glyphs

Haab

Stela(e)

Tzolkin

Ancient Mayan Lifestyle:

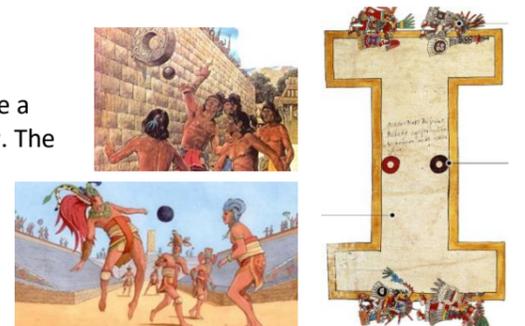
Mayan Art and Craft:

The **Maya** produced some of the **finest art** from **Mesoamerica**. They used a **variety of materials**, such as **stone, wood, ceramics, jade**, and **bone** to **decorate** their **buildings** and to make **objects** that were either **sacred** or **served** a specific **function** (such as storing water). **Particularly striking** works of art are the Maya's **portraits of themselves**. These **portraits** help us to **understand** their **way of life**, methods of **warfare, costumes**, and **beliefs**.



Ulama – a Mayan Ball Game:

The ball game **ulama** was played throughout **Mesoamerica**. As well as being a **sport**, it had a **religious significance**. Although there were **many versions** of the game, it was always played on a **court shaped like a capital "I"**. **Two teams** would **compete** against each other to get a **large rubber ball** through a **stone ring**. The **ball** had to be **kept** off the **ground** using only **knees, elbows, or hips**, never the hands or feet. **Prisoners of war** were **forced** to play **ulama**, and the **losers** may have been **put to death**. The **largest ball court** has been found at **Chichén Itzá** in **Mexico**. **Every Mayan city** had an **Ulama ball court**. The **Maya believed** that the **more** they played **Ulama**, the **better** the **harvest** would be.



The Mayan Writing System:

The **Maya** created a **writing system** using **symbols** called **glyphs**. Each **symbol** represented a **word** or a **sound**. **Glyphs** were used to **record events** on **stone slabs** called **stelae**. The **Maya** also created **books**, known as **codices**. These were **made** from **soft inner bark** and **folded like a fan**. The **four Mayan codices** that still **exist today** tell us little of their history, but deal mainly with subjects such as **rituals, astronomy**, and **calendars**.

Mayan books are known as **codices**. **Codices** were **written** or **painted** with **fine brushes** onto **long strips of bark paper** that were **folded like screens**. They often used **drawings** (or pictograms) to **represent objects** and **ideas**. Only the most **educated people** in **society** could **read** these **written records**. There are **three Mayan codices** known to have **survived** to the **present day**. The **Mayan writing system** had approximately **700 glyphs**.



Mayan Meanings					
Mayan: chan Meaning: sky	Mayan: winik Meaning: person	Mayan: witz Meaning: mountain	Mayan: k'in Meaning: sun	Mayan: b'alam Meaning: jaguar	Mayan: k'ak' Meaning: fire
Mayan: bak Meaning: bone	Mayan: way Meaning: spirit	Mayan: juun Meaning: book	Mayan: ja' Meaning: water	Mayan: ajaw Meaning: lord	Mayan: muyal Meaning: cloud
Mayan: ix Meaning: woman	Mayan: ch'am Meaning: to grab	Mayan: k'uk' Meaning: quetzal	Mayan: chan Meaning: snake	Mayan: ch'ul Meaning: holy	Mayan: chok Meaning: to scatter
Mayan: jaab Meaning: year	Mayan: yax Meaning: blue/green	Mayan: pakal Meaning: shield	Mayan: tok Meaning: flint	Mayan: naj Meaning: house	Mayan: k'al Meaning: twenty

The Mayan Number System:

The ancient **Maya** created their own **number system** using only a few **symbols** to **represent numbers**. Their **system** was based on the **number 20** and they were one of the first **civilisations** of people to devise and **represent** the **number zero**. With these **symbols**, the **Maya** were able to do **sums**, record **dates** on calendars, **trade** with a form of **currency** and keep track of their **history** and **culture**.



0	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

The Mayan Calendar:

The **Maya** were **expert mathematicians** and **astronomers**. They used their **studies** to **devise calendars**. The **Mayan calendar** was **highly complex** and it was also used by other **Mesoamerican people**. The **Maya** followed a **52-year Calendar Round**. This resulted from **two calendar cycles**, the **Haab** and the **Tzolkin**, which acted at the **same time** but were **independent** of each other. The **two cycles** reached the same point after a period of **52 years**. For periods longer than 52 years, the Maya used a **separate system** called the **Long Count**. The planet of **Venus** was important to the **Maya**. They **accurately tracked** its **movements** and **timed** their **wars** to **happen alongside** its first **appearance** in the **morning sky**.



TO UNDERSTAND AND DESCRIBE: MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To understand and describe a non-European society that provides contrasts with British history:	<i>Creation</i>	<i>Worship</i>	<i>Sacrifice</i>	<i>Ancestors</i>	<i>Ritual</i>	<i>Bloodletting</i>	<i>Obsidian</i>	<i>Warfare</i>
	<i>Popul Vuh</i>	<i>Itzamnaaj</i>	<i>Kukulcan</i>	<i>Ix Chel</i>	<i>K'nich Ajaw</i>	<i>Ah Puch</i>	<i>Chaak</i>	<i>Hun Ixim</i>

Ancient Mayan Beliefs and Religion:

The Mayan Creation Story:

There were **two stages** in the **creation** story in **Maya** belief. The **first creation** was of a world with **animals** and the **second** was a world with **humans**. In the world of animals created, the **gods** were **unsatisfied** that the **animals** could **not speak** and wanted to make some **better beings** who could **worship them properly** and **speak to them** so they decided to make them out of **clay**. However, the **clay** men were soon **rained on** and they all **were washed away**. They then tried using **wood** but that made some really **cold, empty men**. On their 3rd attempt, they decided to use a **paste** made from **maize** and **water** (maize for the **flesh** and water for the **blood**) and the men turned out to be **perfect**. They created **4 men** and **4 women**.



The Mayan Beliefs and Religion:

The **Maya** believed that their **rulers** could **communicate** with the **gods** and their dead **ancestors** through the **ritual** of **bloodletting**. It was a **common** practice for the **Maya** to **pierce** their **tongue, lips, or ears** with **stingray spines** and pull a **thorny rope** through their **tongue**, or **cut themselves** with an **obsidian** (stone) **knife**. The **Maya** also **offered** the **blood** of **prisoners** captured in **warfare**. They **fought wars** in order to **capture** high-ranking **prisoners** who could be **sacrificed** to **satisfy** the **gods**. **Mayan kings** were the **most important priests**. They were seen as the **link** between **humans** and **gods**, and when the **kings died** they themselves became **gods**.



The Popul Vuh:

The **Popul Vuh** was the **religious book** of the **Mayan** civilisation. Stories of **creation** and **life** were written in this book and shared with the people.



The Mayan Gods:

The **Maya** thought the world was **divided** into **three parts**: The **Heavens**, the **Earth**, and the **Underworld**, which were **linked together** by a **giant World Tree**. **Mayan religion** focused on a **number of gods** who were **associated** with the **natural world**. The **Mayan civilisation** believed that the **Sun** would **not continue** its journey **across the sky** if they did not make **human sacrifices**. **Special ceremonies** were held in **temples** to make these **sacrifices**. **Victims** usually included **men, women, and children**, but also sometimes **animals**. **Mayan kings** were also thought to become **gods** after **death**.



	Itzamnaaj: The supreme god , he was the creator of mankind and invented writing and learning . He was depicted as a toothless old man and was always kind; unlike some other gods.		Kukulcan: Known as the Feathered Serpent, he is the god of the four elements: water, air, fire and earth.
	Ix Chel: The wife of Itzamnaaj. She is the goddess of childbirth, healing, weaving and the moon. She has a snake in her hair and her toes are like jaguar claws.		K'nich Ajaw: The sun god or sun-faced lord travels across the sky during the day. At night, he becomes the fearful Jaguar god and enters the Underworld.
	Chaak: A descendant of Itzamnaaj and Ix Chel. He is the god of storms and rain. He has fangs of a reptile and a curling snout.		Ah Puch: The god of death. He is the most gruesome god as he has a skeletal nose, jaw and spine and his body is covered in hideous spots.
	Hun Ixim: Another child of Itzamnaaj and Ix Chel, Hun Ixim is the maize god. From his head sprouts an ear of corn. He is very important to the Mayan people as maize is such a vital source of food.		

KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

<u>EXS:</u>	<u>GDS:</u>
When did the Mayan civilisation begin and end? Why did the Maya civilisation come to an end? Where was the Ancient Maya civilisation? Describe the typical diet of a Mayan? Identify 4 things that was impressive about Mayan culture. Describe 4 things that were really important to the Mayans. Explain the importance and uses of the palace and temples of Maya. What did the Mayans believe about the World? How did life in Ancient Maya differ to that of Roman Britain? How was life in Ancient Maya similar to Roman Britain?	What lasting impressions did the Mayans leave on Central America and why do you think that they have lasted? If you were an archaeologist and had found a site of the remains of a Mayan town, what would you expect to find? Explain how the Mayan calendar works and how it was created. How was life in Ancient Maya similar or different to that of Roman Britain? Considering that they were both the same species, why do you think this is? What did the Mayans believe about the World? Who made this up and why would they do this?

YEAR 6: AUTUMN 2 – TIME COP: LEARNING FROM THE PAST

HISTORY: WORLD WAR TWO

CHRONOLOGICAL UNDERSTANDING: WORLD WAR TWO

To develop a chronologically secure knowledge and understanding of British history:

Learning links:

Enquiry:

Y3-6 Science

Y3-6 History

British History:

Year 3: Stone Age to Iron Age Britain
(3.4mBC – 43AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 4: Roman Britain
(43AD – 410AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 5: Anglo-Saxon Britain and the invasion of the Vikings
(410AD – 1066AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 4: William Shakespeare and the end of the Tudors
(1564AD – 1616AD)

- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 6: The English Civil War and the Stuarts
(1603AD – 1714AD)

- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 6: World War 2 and modern Britain
(1939AD – 1945AD)

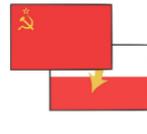
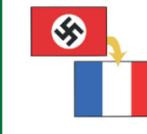
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Timeline	World War I	World War II	Nazi party	National Socialist Party	Adolf Hitler	Neville Chamberlain	Political Party
Seize land	Stormed	Frontier	Stuka Dive Bombers	Allies	Axis	Invade(s)	Declare(s)

World War II – An introduction:
For almost **6 years**, from **1939** to **1945**, **Britain** fought the **toughest war** it had ever **experienced**. **World War II** was **total war** - every person, every business, every service was **involved**.

Britain did not fight alone, the war also **involved many countries**. **World War II** involved **61 countries** with **1.7 billion people** (75% of the world's population at the time). **50,000,000** (Fifty million) people **lost their lives** and **hundreds of millions** people were **injured**.

Why did WWII begin?
After **World War One** ended in **1918**, **Germany** had to **give up land**, **pay back their war debts (damages to other countries)** and was **banned** from having **armed forces**. **Germany** was a very **poor** place during this time and the **German** people were living in **poor conditions**. They wanted to **find another way**. In **1933**, the **German people** voted for a new leader named **Adolf Hitler**, who led a political party in **Germany** called the **National Socialists** or **Nazis**. **Hitler promised** to make his country **great again** and quickly began to **arm Germany** again and to **seize land** from **other countries**. Shortly before 5am on **Friday 1st September, 1939**, German forces **stormed** the **Polish** frontier. **Tanks** and motorised **troops** raced into the country over ground, supported by **Stuka dive bombers** overhead. A total of **1.25 million Germans soldiers swept into Poland**. As **allies of Poland**, **Britain** and **France** ordered Hitler to **withdraw Germany's troops** from **Poland** at once. When **Hitler refused** to do so, **Britain** and **France declared war** on Germany.

<p>1939 1st September</p>  <p>Germany invades Poland.</p>	<p>1939 3rd September</p>  <p>Prime Minister Neville Chamberlain declares war on Germany.</p>	<p>1939 3rd September</p>  <p>Canada, Australia, France and South Africa also declare war on Germany.</p>	<p>1939 3rd September</p>  <p>The Soviet Union invades Poland.</p>	<p>1940 9th April</p>  <p>Germany invades Denmark and Norway.</p>	<p>1940 10th May</p>  <p>Winston Churchill becomes the new Prime Minister.</p>	<p>1940 10th May</p>  <p>Germany attacks Western Europe.</p>	<p>1940 12th May</p>  <p>Germany enters France.</p>
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<p>1940 14th May</p>  <p>The Netherlands surrenders to Germany.</p>	<p>1940 14th May</p>  <p>The Home Guard is formed.</p>	<p>1940 27th May</p>  <p>340,000 French and British troops are evacuated from Dunkirk.</p>	<p>1940 28th May</p>  <p>Belgium surrenders to Germany.</p>	<p>1940 9th June</p>  <p>Norway surrenders to Germany.</p>	<p>1940 10th June</p>  <p>Italy declares war on Britain and France.</p>	<p>1940 22nd June</p>  <p>France surrenders to Germany.</p>	<p>1940 10th July</p>  <p>The Battle of Britain begins.</p>
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<p>1940 7th September</p>  <p>The London Blitz begins.</p>	<p>1940 13th September</p>  <p>Italy invades British controlled Egypt.</p>	<p>1940 27th September</p>  <p>Germany, Italy and Japan join forces and sign the Tripartite Pact.</p>	<p>1940 November</p>  <p>Slovakia, Hungary and Romania join with Germany.</p>	<p>1941 March</p>  <p>Bulgaria joins with Germany.</p>	<p>1941 22nd June</p>  <p>Germany invades the Soviet Union.</p>	<p>1941 7th December</p>  <p>The Japanese attack Pearl Harbour in Hawaii.</p>	<p>1941 8th December</p>  <p>The United States declares war on Japan.</p>
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<p>1941 11th December</p>  <p>Germany and Italy declare war on the United States.</p>	<p>1941 11th December</p>  <p>The United States declares war on Germany and Italy.</p>	<p>1942 4th May</p>  <p>The Battle of the Coral Sea between the USA and Japan.</p>	<p>1942 8th November</p>  <p>British and US troops take back North Africa.</p>	<p>1943 20th April</p>  <p>Jews massacred by the Germans at the Warsaw Ghetto in Poland.</p>	<p>1943 16th May</p>  <p>The Dam Buster raid.</p>	<p>1944 6th June</p>  <p>British and US troops land in Normandy.</p>	<p>1944 16th December</p>  <p>The Battle of the Bulge.</p>
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<p>1945 12th January</p>  <p>The Soviets displaced the German Army from Warsaw, Krakow and Budapest.</p>	<p>1945 30th April</p>  <p>Hitler commits suicide.</p>	<p>1945 7th May</p>  <p>Germany surrenders to the West.</p>	<p>1945 8th May</p>  <p>Britain celebrates VE Day.</p>	<p>1945 6th August</p>  <p>The first atomic bomb is dropped on Hiroshima by the US.</p>	<p>1945 2nd September</p>  <p>Japan formally surrenders. World War II is over.</p>
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TO UNDERSTAND AND DESCRIBE: WORLD WAR TWO – THE COUNTRIES AND THEIR LEADERS

To understand and describe an aspect of British history:
Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
British History:
Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: Roman Britain (43AD – 410AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: World War 2 and modern Britain (1939AD – 1945AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs

Axis Powers	Germany	Adolf Hitler	Italy	Benito Mussolini	Japan	Hideki Tojo
Allied Forces	Great Britain	Neville Chamberlain	Winston Churchill	USA	Soviet Union	France

Who was involved?

The **Second World War** was fought by *countries* on *two different sides*, the **Allies** and the **Axis** Powers.

The Axis Powers:



Adolf Hitler – Nazi Germany:

Hitler's **Nationalist Socialist Party** (the **Nazi Party**) won **power** in **1933**. Their main **beliefs** were:

- **Germany** needed **more land**;
- All people who **spoke German** should live in one country and be **ruled** by one **strong leader** (Hitler himself was born in Austria);
- That **certain groups** of people were better than others and people of the **Jewish faith** weren't as good as others.



Throughout the **1930s**, **Hitler** built up **Germany's armed forces** and **weaponry**. He was known as a **skilled orator** which is one of the reasons for his **huge popularity**.

Germany's invasion of Poland in September 1939 led to the start of the Second World War.

Initially, the **war went well for Hitler**. However, in **1941** he made the mistake of **starting war** on a **second front** by **invading Russia**. Eventually, **fighting** a war **across such a huge area** caused **Germany's defeat**.

Realising the war was **nearly at an end**, **Hitler** went into **hiding** in his **underground bunker** in **Berlin** (the capital of Germany). There he married his long-term companion, **Eva Braun** on **30th April 1945**. **Rather than surrender** to the Allies, **Hitler took his own life**.

Hideki Tojo – Japan:

Tojo served in the **Japanese army** and **spent time** in **Switzerland** and **Germany**.

He became **Prime Minister** of **Japan** in **1941**. That same year, **Tojo** was part of the **government conference** that **ordered** one of the **key events** of the **Second World War** – Japan's **bombing of Pearl Harbour** in **Hawaii** (a part of the United States of America). This **caused** the **USA** to **join** the **war** on the side of the **Allies**. **After** the war, **Tojo** was **tried** for **war crimes**. He was found **guilty** and **executed** in **1948**.



Benito Mussolini:

Mussolini wanted to restore the **Roman Empire**. In **March 1919**, he started the **Fascist Party**. The Fascist Party's **main beliefs** were:

- that **Italy** should **invade countries** and make them part of their **Empire**;
- that **white people** (the 'Aryan race') were **better than everyone else**, particularly **Jewish** people.

Mussolini was a dramatic **orator** which helped him gain **popularity**. In **1922**, **Mussolini took control of Italy** and eventually became a **dictator**. Just like **Hitler** was doing in Germany, **Mussolini started to build up** his country's **armed forces** and **weapons**.

In **1936**, Italy **invaded Ethiopia** in Africa. Like **Hitler**, **Mussolini brought in anti-Jewish policies** throughout the **1930s**.

By **1943**, **Italy had suffered huge military defeats** and on 23rd July of that year, **Mussolini resigned**. **German forces rescued Mussolini** before he could be **arrested by the Allies**. However, some **Italian people recognised Mussolini and shot him**.



The Allied Forces:



Neville Chamberlain – Great Britain:

Neville Chamberlain belonged to the **Conservative Party** and was an **MP** for two areas in **Birmingham**. Following the resignation of the previous Prime Minister, **Chamberlain** became **Prime Minister** in **1937**.

At this time, **Germany** was building up its **army**, **navy** and supply of **weapons**, as well as **invading several areas**. All of these things were **against the peace terms** set out at the end of the **First World War**. **Chamberlain** felt the **best way to avoid** another world **war** was something called **appeasement**. This meant **allowing Hitler** whatever he wanted in order to keep **peace**.

In **1938**, **Chamberlain** flew to **Germany** to **meet** with **Hitler**. Both leaders **signed a document** called the **Anglo-German agreement** which stated the "symbolic desire of our two peoples **never to go to war again**". On his return to **Britain**, **Chamberlain declared** that there would be "**peace for our time**".

The **invasion** of **Poland** in September **1939** showed that **Hitler** had **no intention** of sticking to the terms of the **Anglo-German agreement**. As **Britain** had made a **pact with Poland**, the **invasion** meant that **Britain** and **Germany** were **now at war**. With the **war going badly**, **Chamberlain resigned** in **1940**. Chamberlain **died on 9th November 1940**, not long after his resignation.



Winston Churchill – Great Britain:

Churchill became **prime minister** following **Chamberlain's resignation** in **1940**. **Churchill** had been in politics for a long time and was **First Lord of the Admiralty** (political head of the Royal Navy) during the **Second World War**. However, he made some **military decisions** that went **badly**. He **resigned** and **actually went to fight in the war**. **Churchill** made lots of **inspirational speeches** that **kept British morale high** during the dark days of the **Second World War**. **Churchill** was a **strong wartime leader** whose **decisions** helped the **Allies achieve victory**. **Churchill died in 1965** and was one of few **non-monarchs** to be given a special funeral called a **state funeral**. This was in **recognition** of how well he led the country during the **Second World War**.



Franklin Delano Roosevelt - USA:

Roosevelt (commonly known by his initials **FDR**) was from an **important American family**.

Initially, the **United States weren't involved** in the Second World War. Although he felt the US should join, **most American people** were **against** it. It wasn't until **Japan bombed Pearl Harbour** (a US naval base in **Hawaii**) in December **1941**, that the **United States joined the Allies** and were involved in the war. For the rest of the **war**, **Roosevelt** made many **radio broadcasts**, keeping the **American people** up to date with what was happening and making **speeches** that **boosted morale**.



Josef Stalin – Soviet Union (Russia):

Originally, Stalin had made an **alliance with Hitler**. Stalin only **joined** the **Allies** after **Germany attacked the Soviet Union** in **1941**. Despite this, the **Soviet Union** played a **key role** in the **Allies' victory**. Over **75%** of all **German soldiers** killed, **died fighting the Soviet Union**. **26 million Soviet people died** in the war and **lots of the country was destroyed**.



TO UNDERSTAND AND DESCRIBE: WORLD WAR TWO – IMPACT ON BRITISH LIFE

To understand and describe an aspect of British history:

<i>Blitzkrieg</i>	<i>The Blitz</i>	<i>Air Raid</i>	<i>Air Raid Siren</i>	<i>Luftwaffe</i>	<i>Air Raid Shelters</i>	<i>Blackout</i>
<i>Evacuation</i>	<i>Evacuee</i>	<i>Rural Areas</i>	<i>Gas Mask</i>	<i>Identity Card</i>	<i>Ration Book</i>	<i>Luggage</i>
<i>Rationing</i>	<i>Food Rationing</i>	<i>Clothes Rationing</i>	<i>Imported</i>	<i>National Registration Day</i>	<i>Ration Book & Coupons</i>	<i>Dig for Victory Campaign</i>

Learning links:

Enquiry:

Y3-6 Science

Y3-6 History

British History:

Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 4: Roman Britain (43AD – 410AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)

- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)

- Settlements
- Technology
- Leaders
- Religion/ beliefs

Year 6: World War 2 and modern Britain (1939AD – 1945AD)

- Settlements
- Technology
- Leaders
- Religion/ beliefs

Evacuation:

During the *Second World War*, many *children* living in *big cities* and *towns* were *moved temporarily* from their *homes* to places considered *safer*, usually out in the *countryside*. The *British evacuation* began on *Friday 1 September 1939*. It was called '*Operation Pied Piper*'. Between *1939 – 1945*, there were *3 major evacuations* in preparation of the *German Luftwaffe bombing Britain*:

1. **September 1939** – In preparation of war being declared. (Most children returned by January 1940 before being re-evacuated in June)
2. **June 1940** – In preparation of the Blitz Air Raids, over 100,000 children were evacuated from major cities.
3. **June 1944** – Germany began using V1 and V2 rockets – 1,000,000 women, children, elderly and disabled people were evacuated from London.



World War Two ended in September 1945, however *evacuation* did not *officially end until March 1946* when it was felt that *Britain* was no longer under threat from *invasion*. Surprisingly, even *6 months after* the war had *ended*, there were *still 5,200 evacuees living in rural areas* with their host families. On the other hand, *many evacuees* had *returned home long before March 1946*. In *April 1945*, the *Government* began to *make travel arrangements* to *return the evacuees* to their homes when the *war was over*. By *12th July 1945*, *more than 100 trains had brought 54,317 evacuees home to London*.

Packing for evacuation:

GOVERNMENT EVACUATION SCHEME TO PARENTS OF SCHOOL CHILDREN

The Government have decided that parents of Schoolchildren in this area are to have the opportunity of sending their children away to a safer district while present enemy activity continues. If you wish your child to go with the organised scheme, please fill in the form attached to this notice and get your child to bring it to school.

Arrangements to be made.

1. **Clothing.** Your child should take the following in addition to what he or she is wearing, and all the articles must be darned and mended. If any of these articles cannot be provided notify the teacher at once.

BOY.	GIRL.
2 vests	2 vests
2 under pants	2 Liberty bodices (if worn)
2 shirts	2 knickers
2 pyjamas or night shirts	2 nightdresses or pyjamas
2 pairs socks	2 pairs socks or stockings
2 pairs boots or shoes	2 pairs shoes
1 Wellingtons (if possible)	1 Wellingtons (if possible)
1 warm coat and/or mackintosh (if not being worn)	1 warm coat and/or mackintosh
1 pair of knickers or trousers.	1 warm dress or tunic and jersey
1 pullover	1 cardigan
6 handkerchiefs.	2 cotton frocks
1 toothbrush	6 handkerchiefs.
1 face flannel	1 toothbrush
1 comb.	1 face flannel
2 towels	1 comb
	2 towels
2. You will wish to do everything possible to ensure that your child goes away with clean clothes, clean hair and a clean body
3. **Luggage.** The child should wear his warmest and thickest footwear. The inventory above is to be taken as minimum requirements, but do remember that your child should not take more than he can carry comfortably.
4. **Food.** Each child should take sufficient food for one day. Be sure your child has his ration book and if pages of coupons out of his book have been deposited with retailers, ask for their return and pin the loose pages into the ration book. Your child's ration book, identity card and personal coupons should be packed inside the gas mask case.

PLEASE keep this notice for reference and return the form to your child's school immediately if you want him or her to take part in the evacuation scheme.

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Rationing:

During *World War II* all sorts of *essential* and non-essential *foods* were *rationed*, as well as *clothing, furniture* and *petrol*. To make the *British weak*, the *Germans* tried to *cut off supplies* of *food* and *other goods*. *German submarines* attacked many of the *ships* that brought *food to Britain*. *Before the war*, Britain *imported 55 million tons of food*, a *month after the war had started* this figure had dropped to *12 million*.

The *Ration Book* became the *key to survival* for nearly *every household* in *Britain*. *Every member of the public* was issued with a *ration book*.

It all started on *National Registration Day* on *29 September 1939*, every *householder* had to *fill in a form* giving *details* of the people who *lived in their house*. *Using the information gathered* on this day, the *government issued* every one with an *identity card* and *ration book*.

Each *family* or *individual* had to *register* with a *local supplier* from whom the *ration* would be *bought*. These *details* were *stamped* in the book and you could *only buy your ration* from that supplier. The *books* contained *coupons* that had to be *handed to* or *signed* by the *shopkeeper* every time *rationed goods* were bought. This meant that people could *only buy* the *amount they were allowed*.

The *government* issued *ration books* to make sure that *everybody got a fair share* of the food available. The government was *worried* that, as food and other items became *scarcer*, *prices* would *rise* and *poorer people* might not be able to *afford things*. There was also a *danger* that some people might *hoard items*, leaving *none for others*.

Rationing was *introduced* to make sure that *everyone had a fair share* of the items that were *hard to get hold of* during the war.

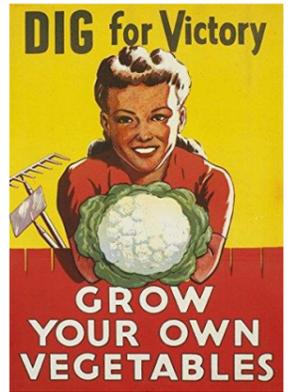
Rationing of food lasted for 14 years and ended on July 4, 1954. *Rationing continued* even after the *war ended* as it took so long for *Britain* to *return to* normal after such an *exhausting war*.

Bacon, butter and sugar were the *first items* of food to be *rationed*.

What other foods were rationed?

Meat	Jam	Biscuits
Fish	Tea	Breakfast cereals
Cheese	Eggs	Milk
Tinned tomatoes	Peas	Dried fruit
Rice	Canned fruit	Cooking fat

People were *encouraged to provide* their *own* food at *home*. The '*Dig for Victory*' campaign started in *October 1939* and called for *every man and woman* to keep an *allotment*. *Lawns* and *flower-beds* were turned into *vegetable gardens*. *Chickens, rabbits, goats* and *pigs* were *reared in town parks* and *gardens*.



TO UNDERSTAND AND DESCRIBE: WORLD WAR TWO – IMPACT ON BRITISH LIFE

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<i>Evacuation</i>	<i>Evacuee</i>	<i>Rural Areas</i>	<i>Gas Mask</i>	<i>Identity Card</i>	<i>Ration Book</i>	<i>Luggage</i>

How did World War II impact on British life?

World War II brought a lot of *suffering* and *hardship* to *British people*:

- *German bombers* made *terrifying night raids* called 'The Blitz'.
- *Important buildings, people's homes and entire streets* were *destroyed*.
- *Families* were *broken up* as *men* were *sent to the front lines* to *fight*, some never to return.
- *Children* were *evacuated (sent out)* of the *cities* to stay with *strangers, away from the bombing*.
- *Docks* were *destroyed, stopping the supply of food and essentials* being *delivered* from *other countries*.
- *Factories* and *farms* *lost* their *workers* when the men were *sent to fight* and *stopped producing*.
- *Food, clothing* and *everyday essentials* became *short in supply* and *rationing* was *necessary*.

The Battle of Britain:

The *First World War* had to be fought *mainly on the ground*. *World War Two* was a *different* kind of war as it was both on the *ground* and *from the air*.

In *July 1940*, *Hitler* gave *orders* for the *preparation* of a *seaborn invasion* of *Britain*, called *Operation Sealion*.

To make this easier, he sent the *Luftwaffe* (German air force) to *destroy Britain's Royal Air Force* first. *German leaders* felt it was *essential* to *destroy* the British *air force* to *stop* it *sinking the ships* that would carry *German soldiers across the Channel*. *The Battle of Britain* is the *name commonly given* to the *effort* by the *Luftwaffe* to *gain air superiority* over the *Royal Air Force (RAF)*, *before* a planned sea and airborne *invasion* of *Britain* during the *Second World War*. The *Luftwaffe* tried to *destroy* the *Royal Air Force*. If *Britain* were *unsuccessful*, *Germany* would have succeeded in *invading Britain*.

			
<i>Luftwaffe Messerschmitt</i>	<i>Luftwaffe Dornier</i>	<i>British RAF Lancaster</i>	<i>British RAF Spitfire</i>

On *10 July, 1940*, the *Luftwaffe* made their *first bomber attack* on *British ships* in the *Channel*. In *August, 1940* the *German air force* began its *mass bomber attacks* on *British airfields, harbours, aircraft factories* and *radar stations*. During the next 3 months, the *Royal Air Force* lost *792 planes* and over *500 pilots* were *killed*.

The *31st October 1940*, is generally *considered* to be the *end* of the *Battle of Britain*, after the *RAF* *caused considerable damage* to the *Luftwaffe*. The *Germans* decided to *stop* attempting to *destroy* the *RAF* and, instead, decided to try a different approach to *concentrate* on *bombing London* and other *British cities; known as the Blitz*.

The *German Luftwaffe* had a clear *advantage* over the *British RAF* with over *2,600 aircraft available* compared to *Britain's 640 planes*. However, *despite* their *inferior numbers*, the *RAF* defences were incredibly *well organised* and *efficient*. The British 'Spitfires' were used to engage in '*dogfights*' (close range, in-air fighting) with the German Messerschmitts and the British '*Hawker Hurricanes*' were tasked with *targetting and destroying German bombers*. The *RAF* pilots were highly regarded by all due to their unexpected victory against the *Luftwaffe*; considering the vast difference in numbers. However, Britain's success in the *Battle of Britain* was also owed to the many ground workers who supported them: factory men and women worked tirelessly to build new aircraft and weapons; radar operatives scanned the skies 24 hours a day to offer advance warning and intelligence about incoming enemy planes; and anti-aircraft command helped shoot down enemy planes from the ground.

The Blitz (Blitzkrieg – Lightning War):

On the *7th September, 1940* the *German air force* *changed* its *strategy* of bombing the British air force (*Battle of Britain*) and began to *concentrate* on *bombing London*. Nearly *2,000 people* were *killed* or *wounded* in *London's first night* of the *Blitz*.

At *4:56pm* on *7 September 1940*, the *air raid sirens* *wailed* as the German Air Force, the *Luftwaffe*, launched a *massive raid* on *London*. Over *350 bombers* flew across the *Channel* from airfields in *France* and *dropped 300 tonnes* of *bombs* on the *docks* and *streets* of the *East End of London*.

The bombs *destroyed* many *buildings* burying *mother, fathers and children* in the *rubble*.

London was *bombed every day and night*, bar one, for *11 weeks*. *1/3 of London* was *destroyed*.

Two million houses (60 per cent of these in *London*) were *destroyed in the Blitz*.

Other cities and towns were *also heavily bombed*, including *Swansea, Cardiff, Bristol, Southampton, Plymouth, Birmingham, Coventry* and *Liverpool*.

One *devastating raid* on *Coventry* in *November 1940* was the *biggest air-raid* the world had ever seen. *4,330 homes* were *destroyed* and *554 people* *killed*. At one point during the night, *200 separate fires* burned in the city.

Life was very *hard* during the *Blitz* and *frightening* too. *London*, in particular, was very bad as it was *bombed nearly every night*. People in *London* spent most nights *sleeping* in *Air Raid Shelters*.

No one within any *distance* of a likely target such as a *big city* could *sleep entirely easy* in their beds. Sometimes German *bombers* made *mistakes* and *dropped* their *bombs* in entirely the *wrong areas*. At other times, *returning* from a raid, they would *dump* the remainder of their *explosives* at *random* in order to fly home in greater safety. Many *bombs* fell on the areas *around the cities* and in the *Kent countryside*, known as '*bomb alley*' because it lay on the *flight path to London*.

It was *difficult to move* around at night time due to the *Blackout* and the problems it causes. (*During the war*, everyone had to *cover their windows* and *doors* at night (before sunset) with *heavy blackout curtains, cardboard* or *paint*. They needed to *prevent* any glimmer of *light* from *escaping* and *aiding* enemy *aircraft* during the *bombing raids*.) *Families* were *separated* with *children* being *evacuated*.



KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

<u>EXS:</u>	<u>GDS:</u>
<p>How and why did World War 2 start?</p> <p>When did World War 2 start?</p> <p>When did World War 2 end? Why then?</p> <p>Which countries were involved in World War 2 and which side were they on?</p> <p>Who were the main leaders involved in World War 2?</p> <p>What were the Luftwaffe aiming to destroy during the Blitz? Why?</p> <p>What does the term rationing refer to during WW2?</p> <p>What does the term evacuation refer to during WW2?</p> <p>How did British lifestyle change when the war started?</p>	<p>As a child/mother/young man/old man living in Britain during 1939-1945, explain how World War 2 has changed your life.</p> <p>Why did the government need to introduce evacuation?</p> <p>Why did the government need to introduce rationing?</p> <p>Why was World War 2 called '<u>World War 2</u>'?</p> <p>Why were campaigns like 'Dig for Victory' so important to winning the war?</p>