

**Year 6  
Prisoner of war  
study  
Term 2**

**Final Outcome: We are working towards writing a soliloquy in role as a Prisoner of War, which encompasses knowledge and facts about World War 2.**

**Article 36 & 37**

**Component 7: Feelings of others**

**We should know:**

Typical life of a Prisoner of War  
The unfair treatment of different prisoners and the conditions they may have stayed in.

**What we will know after this sequence:**

The thoughts and feelings a P of War may have towards the different elements that occur throughout their time in a camp.

**Vocabulary:**

Soliloquy, inner thoughts, Prisoner of War, duties,

**How will this feed into my next learning:**

Pupils will use their knowledge of Prisoners of War as well as their prior learning to consider how even during battles/conflicts today people are mistreated.

**SEND:** Support in class with written task.



**Component 6: Writing task.**

**We should know:**

How and why Prisoners of War occur.  
A day in the life of a Prisoner of War

**What we will know after this sequence:**

How Geneva convention was supposed to support Prisoners of War.

Reasons why and how countries went against the convention.

**Vocabulary:**

Geneva Convention, protection, standards, Humanitarian Law of Armed Conflicts,

**How will this feed into my next learning:**

Pupils will use their knowledge of the Geneva Convention and their knowledge and understanding around the life of a Prisoner of War to write their own soliloquy.

**SEND:** Support in class with written task.



**Component 4: Where camps were.**

**We should know:**

Key Prisoner of War camps in Britain  
Features of a typical Nissen Hut and alternatives to these.

**What we will know after this sequence:**

Duties prisoners of wars completed whilst in camp

How Luftwaffe pilots who were POW were treated differently – interrogated for their knowledge of military plans.

**Vocabulary:**

Military plans, duties, harvesting, construction industry, farming,

**How will this feed into my next learning:**

Pupils will use their knowledge of war camp duties to look into how their lives have been impacted by rationing.

**SEND:** Pre-taught vocabulary to support leaning and understanding of key terms.



**Component 5: What happened in the camps.**

**We should know:**

Duties Prisoners of War completed in camps and why.

Reasons why Luftwaffe pilots were treated differently in these camps.

**What we will know after this sequence:**

Rations a POW would have

Reasons why certain foods were or were not given (problem with importing) – farming etc.

How Commonwealth countries supported with POWS bags due to Britains' low supply.

**Vocabulary:**

Rationing, exports, imports, supply, commonwealth, POW bags,

**How will this feed into my next learning:**

Pupils will use their knowledge of rationing to link it to the Geneva convention which states how Prisoners of War should be treated.

**SEND:** Pre-taught vocabulary to support leaning and understanding of key terms.

**Component 3: What happened during the BoB.**

**We should know:**

Key figures and events involved in the Battle of Britain.

Reason why countries kept Prisoners of War.

**What we will know after this sequence:**

Where prisoners of war were held in Britain.

Features of a typical Nissen Hut.

**Vocabulary:**

Hostage, Nissen Hut, consent, disused building, war camps,

**How will this feed into my next learning:**

Pupils will use their knowledge of where Prisoners of Wars stayed to link to the duties and responsibilities they may have had in these camps.

**SEND:** Pre-taught content so the child feels confident and can access a timeline for the key events of BoB.

**Component 2: How people became prisoners of war.**

**We should know:**

Countries involved in WW2 and key political figures.

**What we will know after this sequence:**

Where and why Battle of Britain occurred

How German soldiers were made 'prisoners of war'

**Vocabulary:**

Battle of Britain, refugee, Prisoner of War, captive,

**How will this feed into my next learning:**

Pupils will use their knowledge of allies and the Battle of Britain to identify potential prisoners of war and reasons why countries had them. **SEND:** Images of allies and axis.



**Component 1: Why England went to war and who was in charge of each country at the time.**

**We should know:**

Britain went to war with Germany in 1939. The war lasted years.

Key political leaders of the time.

**What we will know after this sequence:**

Why WW2 started. Where WW2 started and which countries were involved.

**Vocabulary:**

Allies, conflict, initiated, Adolf Hitler, axis.

**How will this feed into my next learning:**

Pupils will use their knowledge of the start of the war and countries involved to link to a key battle during this war.

**SEND:** Pre-taught vocabulary to support leaning and understanding of key terms.

