

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	6	World War Two	
Term	Autumn term		
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		
Prior knowledge	Know about previous invasions of nations e.g. Roman Britain Know the difference between invasion and rule (conquer), invasion and settle		
Links to other subjects	English – When the Sky Falls		
Enrichment	Visitor coming to school 'Blitz school'		
Skills progression	<u>Chronological Understanding</u> Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Describe the main changes in a period in history. Name specific dates of significant events studied from the past and place it correctly on a timeline.	<u>Historical knowledge of events of people and changes in the past</u> Choose reliable sources of factual information.	<u>Historical enquiry</u> Use a wide range of sources including databases, censuses and local council websites to collect information Investigate historical problems and select the most appropriate source to answer my own historically valid questions. Evaluate the usefulness and accurateness of different sources of evidence.
	<u>Interpretations of History</u> Show clear understanding that the past has been represented in different ways. Suggest accurate and plausible reasons for how and why aspects of the past have been represented in different ways. Identify that some evidence is propaganda, opinion or misinformation and that this can affect interpretations of history.	<u>Organisation and communication</u> Can I select and organise information to produce detailed structured work using historical terminology. Can I present information in the most appropriate way (written explanation/ tables and charts/ labelled diagram.	
Topic specific (Sticky) vocabulary	Allies, Axis, Nazi Party, atomic bomb, Annex, Air raid, Blackout, Concentration camp, Gas chamber, Hitler, Churchill, Propaganda, Holocaust, Evacuation, Rationing.		

<p>End points</p>	<p>Key concepts that MUST be understood by all children. This is the first unit of the year and all children MUST understand that History takes place over time. There are several key points that must be understood by all children to understand History. 1) History happens over time e.g. the stone age did not stop one day and then it was the bronze age- the change from the stone to the bronze age happened over a period of time as a consequence of different ‘waves’ of immigration. 2) Time lines can be misleading, things change over time therefore time lines can run parallel. 3) Not all of history has written or pictorial records therefore historians have to use evidence (artefacts, buildings etc) to create theories on why things happen.</p> <p>Children can place WW2 on a timeline. Children can name reasons for the outbreak of WW2- Germany’s invasion of Poland was a major reason for WW2. Children know The Allied Powers were led by Great Britain, the United States and the Soviet Union and The Axis Powers were Germany, Italy and Japan. Children know the significant events of WW2- Invasion of Poland, declaration of war, Battle of Britain, Pearl Harbour, Atomic bombing, VE day. Children can explain the events of, when and what happened during the Battle of Britain and the Blitz. Children understand the importance of the Battle of Britain- Hitler’s first major loss, stopped Hitler from invading Britain. Children know what the holocaust was. Children know propaganda was used during the war. Children can present findings and show their knowledge using a variety of different formats. Children can select and present information appropriate to the audience.</p>
<p><i>Additional topic specific knowledge</i> <i>Non-end point</i></p>	<p><i>Children can describe the impact on Britain including: women (new roles and jobs); children (evacuation); food (rationing). Children know that with war came advances in technology: weaponry (atomic bomb), communications (improved telecommunications like telegraph and telephone), Coded communication (enigma)</i></p>
<p>Final Question</p>	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Do you think a German child learns about WW2 in the same way as you do?</p> <p>Possible follow up questions. Why? How will they describe things differently?</p>

	<p>Why do you think they may describe things differently? How is propaganda used today – link to modern conflicts e.g. Ukraine</p>
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