

Progress Document- World War 2 Year 6			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
Chronology-Long arc of development-significant events - The process of change- the impact on our society	<ul style="list-style-type: none"> <li>Use dates and terms accurately in describing events.</li> </ul>	Chronology-Long arc of development-significant events	<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>
Life achievements of the society/significant people	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>	Life achievements of the society/significant people	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>
Interpretations of the past-	<ul style="list-style-type: none"> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Use sources of evidence to deduce information about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</li> </ul>	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	Communication	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>Use original ways to present information and ideas.</li> </ul>
National Curriculum Links			Key Vocabulary
<p align="center"><b>By the end of the unit children can:</b></p> <ul style="list-style-type: none"> <li>understand a significant turning point in British history, for example, the Battle of Britain.</li> <li>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Anne Frank and The Holocaust; to understand how our knowledge of the past is constructed from a range of sources.</li> <li></li> </ul>			active service, Nazi party, atomic bomb, Czechoslovakia, Holocaust
Key Knowledge			Enhancements and links with other subjects
<ul style="list-style-type: none"> <li>The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, in August 1939, Hitler broke the agreement and invaded the rest of Czechoslovakia, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.</li> <li>Even before the war, Adolf Hitler and the Nazi party wanted to blame the Jews for the problems in Germany and used propaganda to promote widespread public hatred of them. Jewish people were openly bullied, persecuted, abused and discriminated against. Many Jews were sent to concentration camps where they were forced to work like slaves. Many died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. This form of mass killing is called genocide.</li> </ul>			
End of next year's expectations			

Chronology-Long arc of development-significant events -The process of change- the impact on our society	
Life achievements of the society/significant people	
Interpretations of the past-	
Communication	