



## Year 6 History Progression of Knowledge & Skills



National Curriculum	Year 6 Progression of Knowledge and Skills
<p><b>Year 6 - World War Two: Local and National History - the impact on the people of the UK</b></p> <p><b>Hi2/2.2 Extended chronological study (All Years)</b> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"><li>• I know the outcome of World War One and its impact on Britain and Germany.</li><li>• I can examine events that led to the outbreak of war and compare their significance.</li><li>• I know the key events of World War Two.</li><li>• I can order significant milestones in WW2 chronologically.</li><li>• I can choose reliable sources of information to collect evidence about World War Two on the Home Front and in our local area (Kent).</li><li>• I can give clear reasons why there may be different accounts of events in World War Two.</li><li>• I can plan and present a self-directed project or research about World War Two.</li><li>• I can investigate my own lines of enquiry by posing questions to answer.</li><li>• I understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</li><li>• I know different forms of crime and punishment in various time periods. (Roman, Anglo-Saxon, Viking, Tudors, Victorians)</li><li>• I can use documents, printed sources, the internet, pictures and artefacts to collect evidence about Crime and Punishment in different time periods.</li><li>• I can identify and describe similarities and differences in crime and punishment across time periods.</li><li>• I can describe how previous systems of crime and punishment influence life today.</li><li>• I can communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT.</li><li>• I can list and compare key changes in leisure and entertainment across the 20<sup>th</sup> century.</li><li>• I can make links between some of the features of past societies. (entertainment)</li><li>• I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts to collect evidence about the past.</li></ul>

	<p><b>Vocabulary:</b></p> <p><b>World War Two:</b> The Nazi Party, dictatorship, communism, invade, propaganda, Anderson Shelter, ration, gas mask, evacuee, military</p> <p><b>World War Leaders:</b> Neville Chamberlain; Winston Churchill (UK), Adolf Hitler (Germany), Joseph Stalin (Soviet Union), Benito Mussolini (Italy), Franklin Roosevelt; Harry Truman, (USA); Hideki Tojo (Japan)</p> <p><b>Crime and Punishment:</b> Judge, law, jury, innocent, guilty, prison, fine, slavery, capital punishment, crucifixion, execution, pay compensation, outlaw.</p> <p><b>Roman Britain, Anglo-Saxons and Vikings, Middle Ages, Tudors, Victorians.</b></p> <p><b>Entertainment:</b> broadcast, leisure, technology, decade, century, popular, invented.</p>
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Assessment End Points Year 6	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• I know how to use a timeline (divided into 'BC'/'BCE' and 'AD'/'CE') to refer to a range of historical periods.</li> <li>• I know the reasons for, as well as the result and significance of, historical events, situations and changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can provide a detailed overview when I talk or write about the past, noting connections, contrasts and trends over time.</li> <li>• I can identify trends and links between events, situations and changes within and between different periods and societies to explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.</li> <li>• I can take account of a range of information (such as the author, audience and purpose) when evaluating the accuracy and usefulness of primary and secondary sources of evidence.</li> <li>• I can select, organise and use relevant information (including from primary and secondary sources) to produce structured work, making appropriate use of dates and historical terms.</li> </ul>