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| Enquiry – What started the Second World War and how did it end? | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Rulers and monarchs | Rulers and monarchs | Culture, society and way of life | Rulers and monarchs | Culture, society and way of life | Invasions and battles |
| WALT: Know about the Treaty of Versailles and decide if it was fair or not | WALT: Know how Adolf Hitler came into power | WALT: Know what life was like in Nazi Germany | WALT: Use resources to decide if World War II was an inevitable outcome | WALT: Know how the atrocities of the Holocaust impacted peoples’ lives | WALT: Know how World War II came to an end  Pop Quiz |
| Enquiry Questions | | | | | |
| Was the Treaty of Versailles a fair outcome or not? | How did Adolf Hitler come to power in 1930s Germany? | What was life like in 1930s Germany? | Was World War II an inevitable outcome of decisions in the 1930s? | How did the Holocaust impact the lives of people during World War II? | What events led to the end of World War II? |
| Key Vocabulary | | | | | |
| Air raid, Anderson shelter, allies, atomic bomb, Axis Powers, blackout, Blitz, Concentration camps, evacuation, fascism, Fuhrer, gas masks, genocide, holocaust, invasion, liberated, Luftwaffe, occupied, Nazi, persecution, propaganda, rationing, Spitfire. | | | | | |
| Milestone Indicator | | | | | |
| • Use sources of evidence to deduce information about the past.   * Select suitable sources of evidence, giving reasons for choices.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.   • Understand that no single source of evidence gives the full answer to questions about the past.  Identify continuity and change in the history of the locality of the school.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events. | | | | | |