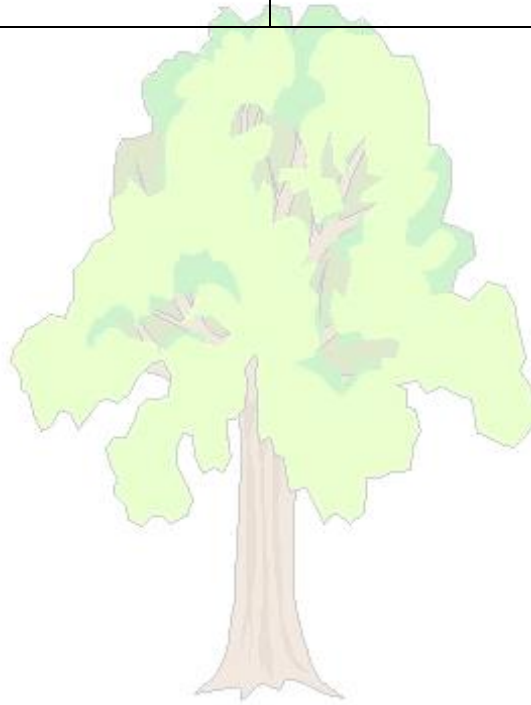


## Year 6 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		How did the lives of people change as a result of WW2? Conflict Wealth and Poverty Government Empire	Battle of Britain: A turning point? Conflict Progress	Were the Maya the Greeks of the modern world? Civilisation Government Religion	



Senhad Wood  
Primary School

## Year 6 History Medium Term Plan

Term 3 <b>How did the lives of people change as a result of WW2?</b>				
National Curriculum Links	Disciplinary Knowledge		Substantive Knowledge	Key Vocabulary
<ul style="list-style-type: none"> <li>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Evacuation of children during the Second World War</li> <li>Creating timelines of significant events</li> <li>Describing the impact of a period of history on contemporary society</li> <li>Selecting, organising, summarising and presenting relevant information, from a wide range of sources, in the most effective way for a given purpose</li> </ul>	<p>I can understand and explain the diverse experiences of past societies.</p> <p>I can place events on a timeline</p> <p>I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>I can select the most appropriate sources of evidence.</p>		<p><b>Conflict</b></p> <p>I can understand key events during World War 2.</p> <p>I can understand how the world changed as a result of WW2.</p> <p><b>Wealth and Poverty</b></p> <p>I can understand the different experiences of people during WW2 based on their wealth.</p> <p><b>Government</b></p> <p>I can understand the role of the government during WW2.</p> <p><b>Empire</b></p> <p>I can understand how the British Empire was key in the outcome of WW2.</p>	<p>air raid</p> <p>air raid drill</p> <p>air raid shelter</p> <p>allotment</p> <p>blackout</p> <p>Blitz</p> <p>civilians</p> <p>Civil Defence</p> <p>gas mask</p> <p>Adolph Hitler</p> <p>siren</p> <p>telegram</p> <p><u>Chronology</u> Short- and long term timescales, Difference and significance, Trends</p> <p><u>Historical enquiry</u></p> <p>Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda</p>
<b>Pupil Offer</b>		<b>Famous People</b>		
Wartime cookery (as part of DT)		Neville Chamberlain, Winston Churchill, Adolf Hitler		

Term 3	Week 1	Week 2	Week 3	Week 4
Lesson Overview including Substantive knowledge	<b>Retrieval: Conflicy-what other conflicts have we studied? Empire-when did the British empire begin</b>	<b>Retrieval: Government- what is the job of government? Wealth and poverty- how did the lives</b>	<b>Rationing</b> Learn about rationing using primary and secondary sources.	<b>Rationing</b> Plan and cook a wartime meal using rationing amounts. <b>Wealth and Poverty</b>

	<p><b>and which countries were involved</b></p> <p><b>Causes of WW2</b> Children will learn about how WW2 started, the opposing sides (allies and axis) and create a timeline of where WW2 fits in to other historical enquiries across the school</p> <p><b>Conflict</b> <b>Empire</b></p>	<p><b>of the Victorians differ based on their wealth</b></p> <p><b>Evacuation and lives of children</b> Share the government information about evacuation. Children will look at transcripts and videos from evacuees during wartime. Discussion about the different experiences they had and why.</p> <p><b>Wealth and Poverty</b> <b>Government</b></p>	<p>Share the amount of food families would get for a week and learn about ration books, signing up with shops. Rich people had access to the black market so struggled less, people who lived on farms grew more of their own food/had animals so ate better, poorer/city people had little to supplement their diet.</p> <p><b>Wealth and Poverty</b> <b>Government</b></p>	<p><b>Government</b></p>
<p><b>Organisation &amp; Communication</b></p>	<p>Create a timeline Written explanation of how WW2 started</p>	<p>Explain why different evacuees had different experiences and answer questions about primary and secondary sources.</p>	<p>Researching wartime meals and presenting ideas as a recipe.</p>	<p>Make and evaluate the meal  Written account of life for people during the course of WW2 comparing how they lived before and during</p>
<p><b>Reading &amp; Maths Opportunities</b></p>	<p>Information text about how war started.</p>	<p>Evacuee recounts.</p>		

Term 4- Battle of Britain: a turning point?			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Evacuation of children during the Second World War</li> <li>Creating timelines of significant events</li> <li>Describing the impact of a period of history on contemporary society</li> <li>Selecting, organising, summarising and presenting relevant information, from a wide range of sources, in the most effective way for a given purpose</li> <li>Making connections, drawing contrasts and identifying trends in two or more periods of history, to improve historical perspective – compare WW2 to more recent wars</li> <li>Local history study.</li> </ul> <p><b>GEOGRAPHY</b></p>	<p>I can place events on a timeline</p> <p>I can analyse historical events including the reasons for and the results of.</p> <p>I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>I can examine causes and results of great events and the impact it had on people.</p>	<p><b>Conflict</b> I can understand the key events in the Battle of Britain</p> <p><b>Progress</b> I can understand how key advances in detection technology changed the course of the war.</p>	<p>Allies Axis Powers British Empire Commonwealth D-Day Forces Nazi prime minister prisoners of war propaganda United Nations liberate occupied Chronology Short- and long term timescales, Difference and significance, Trends</p>

<ul style="list-style-type: none"> <li>locate the world's countries, using maps</li> </ul>			Historical enquiry Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda
<b>Pupil Offer</b>		<b>Famous People</b>	
Trip to Lashenden Airforce Museum		Winston Churchill, Adolph Hitler	

Term 4	Week 1	Week 2	Week 3	Week 4
Lesson Overview including Substantive knowledge	<b>Retrieval: Conflict- Create a timeline of the World War 2 from previous learning</b>  Learn about key events leading up to the Battle of Britain <b>Conflict</b>	To know key events leading to the Battle of Britain Battle of Britain game Understand the terms Blitz and Blackout <b>Conflict</b>	Local history study- how the Battle of Britain impacted Maidstone and surrounding areas. Using secondary sources to understand the part the local area played in the war. <b>Conflict</b>	<b>Retrieval: Progress- what was technology like after the Industrial revolution</b> Examine the reasons that the Battle of Britain changed the course of the war Sort statements into most to least important <b>Conflict</b> <b>Progress</b>
Organisation & Communication	Mark ally, axis and neutral countries on a world map	Answering questions about the events leading up to	Journalistic writing – The Battle of Britain in Kent	Extended writing to answer the big question <i>Battle of Britain: a turning point?</i>
Reading & Maths Opportunities			Battle of Britain local information document	

<b>Term 5 Were the Maya the Greeks of the modern world?</b>			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary

<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world (year 5 retrieval)</li> <li>a non-European society that provides contrasts with British history Mayan civilization c. AD 900</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps</li> </ul>	<p>I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer. I can plan and present a self-directed project.</p>	<p><b>Civilisation</b> I understand key features of the Maya civilisation.</p> <p><b>Government</b> I understand the role of democracy in the Maya civilisation.</p> <p><b>Religion</b> I understand the religious beliefs of the Maya.</p>	<p>Monument, Temple, Jungle Pyramid, Codices Priest Warrior Astronomy Calendar Stelae Hieroglyphs Corn Cacao beans Conflict</p> <p><b>Chronology</b> Short- and long term timescales, Difference and significance, Trends</p> <p><b>Historical enquiry</b> Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect</p>
<p><b>Pupil Offer</b></p>		<p><b>Famous People</b></p>	
<p>Self-directed project</p>			

Term 1	Week 1	Week 2	Week 3
<p>Lesson Overview including Substantive knowledge</p>	<p><b>Retrieval: What do you know about the Ancient Greeks (year 5)? Think about civilisation, government and religion.</b></p> <p>Introduce the big question and explain that the children are going to be conducting their own research into this. Tell them that they are going to need to plan their enquiry, decide how to present it and what they are going to need to find out. Explain that they will need to ask some questions. Children to plan enquiry, list resources needed for presentation</p> <p><b>Civilisation</b> <b>Government</b> <b>Religion</b></p>	<p>Children to complete research</p> <p>Tell them that while they can use the iPads, there are other ways to research, direct towards the library</p> <p><b>Civilisation</b> <b>Government</b> <b>Religion</b></p>	<p>This week's lessons are all to be about presenting the research</p> <p>Show examples of some completed projects from previous years</p> <p><b>Civilisation</b> <b>Government</b> <b>Religion</b></p>

Organisation & Communication	Questions posing Plan a way to collect research.	Fill in research documents.	Choose own way to present the findings
Reading & Maths Opportunities	Maya information fact sheets		Possible use of Maya calendars

