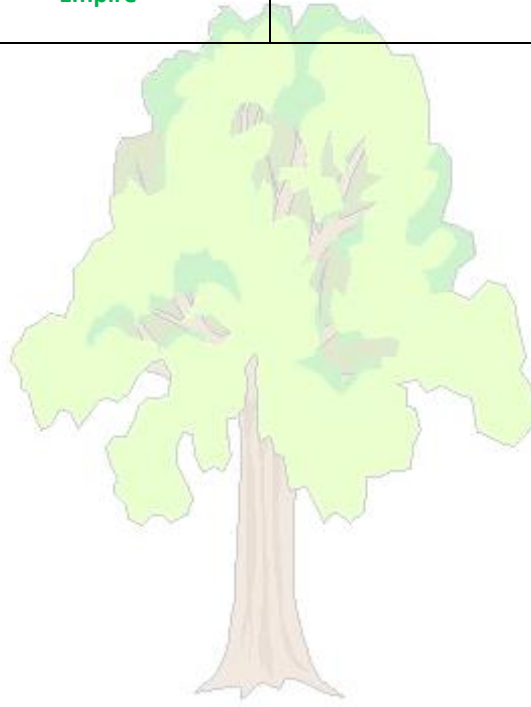


Year 6 History Long Term Plan

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 Mayans the Greeks of the modern world? Civilisation Government Religion



Senhawood Primary School

Year 6 History Medium Term Plan

Term 3 History- How did the lives of people change as a result of WW2?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<p>HISTORY</p> <ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Evacuation of children during the Second World War Creating timelines of significant events Describing the impact of a period of history on contemporary society Selecting, organising, summarising and presenting relevant information, from a wide range of sources, in the most effective way for a given purpose <p>DT</p> <ul style="list-style-type: none"> Cooking- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (<i>rationing</i>) 	air raid air raid drill air raid shelter allotment blackout Blitz civilians Civil Defence gas mask Adolph Hitler siren telegram	Wartime cooking

Term 2	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p style="text-align: center;">Causes of WW2 Conflict Empire</p> <p>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 style="text-align: center;">Evacuation and lives of children Wealth and Poverty Government</p> <p>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 style="text-align: center;">Rationing Wealth and Poverty Government</p> <p>Learn about rationing using primary and secondary sources. 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 style="text-align: center;">Rationing Wealth and Poverty Government</p> <p>Plan and cook a wartime meal using rationing amounts. Retrieval-BIG QUESTION Written account of life for people during the course of WW2 comparing how they lived before and during</p>
Disciplinary Knowledge	<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 understand and explain the diverse experiences of past societies.</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>I can understand and explain the diverse experiences of past societies.</p>	<p>I can understand and explain the diverse experiences of past societies.</p>
Organisation and Communication	<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</p>
Famous People	Neville Chamberlain, Winston Churchill	Neville Chamberlain, Winston Churchill		

Term 4 History- Battle of Britain: a turning point?

National Curriculum Links	Key Vocabulary	Pupil Offer
<p>HISTORY</p> <ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Evacuation of children during the Second World War Creating timelines of significant events Describing the impact of a period of history on contemporary society Selecting, organising, summarising and presenting relevant information, from a wide range of sources, in the most effective way for a given purpose Making connections, drawing contrasts and identifying trends in two or more periods of history, to improve historical perspective – compare WW2 to more recent wars Local history study. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> locate the world's countries, using maps 	<p>Allies Axis Powers British Empire Commonwealth D-Day Forces Nazi prime minister prisoners of war propaganda United Nations liberate occupied</p>	<p>Trip to Lashenden Airforce Museum</p>

Term 2	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p>Prior Unit Retrieval</p> <p>Create a timeline of the World War 2 from previous learning</p> <p>Conflict</p> <p>Learn about key events leading up to the Battle of Britain</p>	<p>Conflict</p> <p>To know key events leading to the Battle of Britain</p> <p>Battle of Britain game</p> <p>Understand the terms Blitz and Blackout</p>	<p>Conflict</p> <p>Local history study- how the Battle of Britain impacted Maidstone and surrounding areas.</p> <p>Using secondary sources to understand the part the local area played in the war.</p>	<p>Retrieval-BIG QUESTION</p> <p>Conflict</p> <p>Progress</p> <p>Examine the reasons that the Battle of Britain changed the course of the war</p> <p>Sort statements into most to least important</p> <p>This will be followed by an extended piece of writing to answer the big question.</p>
Disciplinary Knowledge	<p>I can place events on a timeline</p> <p>I can examine causes and results of great events and the impact it had on people.</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>
Organisation and Communication	<p>Mark ally, axis and neutral countries on a world map</p>	<p>Answering questions about the events leading up to</p>	<p>Journalistic writing – The Battle of Britain in Kent</p>	<p>Extended writing to answer the big question</p> <p><i>Battle of Britain: a turning point?</i></p>
Famous People			<p>Winston Churchill Adolph Hitler</p>	

Term 6 History- Were the Mayans the Greeks of the modern world?		
National Curriculum Links	Key Vocabulary	Pupil Offer
HISTORY <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world (year 5 retrieval) a non-European society that provides contrasts with British history Mayan civilization c. AD 900 GEOGRAPHY <ul style="list-style-type: none"> locate the world's countries, using maps 	Monument, Temple, Jungle Pyramid, Codices Priest Warrior Astronomy Calendar Stelae Hieroglyphs Corn Cacao beans	Chocolate workshop

Term 4	Week 1	Week 2	Week 3
Lesson Overview including Substantive knowledge	Year 5 Retrieval Life in Ancient Greece Civilisation Government Religion 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	Civilisation Government Religion Children to complete research Tell them that while they can use the iPads, there are other ways to research, direct towards the library	Retrieval-BIG QUESTION Civilisation Government Religion This week's lessons are all to be about presenting the research Show examples of some completed projects from previous years
	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 understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer.	I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer.
Disciplinary Knowledge	I can plan and present a self-directed project. Posing Questions Plan a way to collect research.	I can plan and present a self-directed project. Fill in research documents.	I can plan and present a self-directed project. Choose own way to present the findings
Organisation and Communication			
Famous People			