



Year 6			
Subject	Knowledge	Skills	Key Vocabulary
<p>Knowledge and understanding of British history.</p> <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 –</p> <p>Aut 1: World War II</p>	<p>The Blitz in WWII.</p> <p>This unit is structured around eight sequential enquiries:</p> <p>Enquiry 1: How significant was the Blitz?</p> <p>Enquiry 2: World War II: whose war?</p> <p>Enquiry 3: What was the impact of World War II on people in our locality?</p> <p>Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee?</p> <p>Enquiry 5: Evacuee experiences in Britain: is this all we need to know about children in World War II?</p> <p>Enquiry 6: New opportunities? How significant was the impact of World War II on women?</p> <p>Enquiry 7: What did men do in World War II? Did all men have to fight?</p> <p>Enquiry 8: When was the most dangerous time to live? How different was the Blitz?</p> <p>Conclusion: The Blitz: all we need to know about World War II?</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> Place current study on a timeline in relation to other studies Be able to place key periods in chronological order. Use relevant dates and terminology Sequence up to 10 events on a timeline <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Find out about beliefs, behavior and characteristics of people; recognizing that not everyone shares the same views and feelings. Make comparisons with another time studied Write other explanations of past events in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied. <p>Interpretation of history</p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations. Establish narratives of cause and consequence and use evidence to substantiate claims. Develop informed conclusions about conflicting historical accounts and understand the impact of historians on our understanding of the past. Suggest reasons for conflicting historical accounts. Increase use of abstract historical language and an awareness of how language affects our judgment of historical arguments or source material. Be aware that different evidence will lead to different conclusions. <p>Historical enquiry</p> <ul style="list-style-type: none"> Recognise primary and secondary resources Use a range of sources to find out about an aspect of time. Suggest omissions and the means of finding out Evaluate and make substantiated claims about cause, significance and changes over time. Ask and answer questions that follow a specific line of enquiry. Confidently use the library and internet for research. Bring knowledge gathered from several sources together in a fluent account. 	<p>Winston Churchill Adolf Hitler Allied forces Axis Powers Allotment Atomic Bomb Blackout British Empire Censorship Civilians Homeguard/civil defence Commonwealth Concentration camp Gas mask Air raid shelter Anderson Shelter Barrage balloon Hand grenade George Cross Blitzkrieg German iron cross Gestapo Swastika Nazi Ration book Coupons Evacuee Host family Spitfire Star of David Victoria Cross D-day Liberate Occupied Propoganda Resistance Refugee Siren Slogan Stirrup pump Telegram Underground Untied Nations</p>



Year 6			
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<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (using example of changes in an aspect of social history)</p> <p>Sum 2: A Thematic Study on Education</p>	<p>Children will be introduced to the idea that educating children has a long history with many changes over time, sometimes with turning points and significant developments. This unit examines some ideas about change, e.g. the pace and nature of change, the impact of change and continuity. It draws upon content from other units to allow some comparison and introduces pupils to a variety of sources that allow them to evaluate these changes over a long period of time. It is designed to enable pupils to understand broad sweeps of history in a meaningful way.</p> <p>This unit is structured around three history enquiries:</p> <ol style="list-style-type: none"> 1.What do the sources tell us about the way education has changed? 2.How much would you have enjoyed going to schools in the past? 3.Did education help everyone? <p>Children should learn:</p> <ul style="list-style-type: none"> • key vocabulary associated with schools and education • how to interpret a range of different sources • make inferences based on education sources • about a range of sources covering education in the past • identify changes between education in the past and today • why schools have changed now and in the past • about the meaning of change and continuity 	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies • Be able to place key periods in chronological order. • Use relevant dates and terminology • Sequence up to 10 events on a timeline <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Find out about beliefs, behavior and characteristics of people; recognizing that not everyone shares the same views and feelings. • Compare beliefs and behavior with another time studied • Write other explanations of past events in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied. <p>Interpretation of history</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations. • Establish narratives of cause and consequence and use evidence to substantiate claims. • develop informed conclusions about conflicting historical accounts and understand the impact of historians on our understanding of the past. Suggest reasons for conflicting historical accounts. • Increase use of abstract historical language and an awareness of how language affects our judgment of historical arguments or source material. • Be aware that different evidence will lead to different conclusions. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary resources • Use a range of sources to find out about an aspect of time. • Suggest omissions and the means of finding out • Evaluate and make substantiated claims about cause, significance and changes over time. Ask and answer questions that follow a specific line of enquiry. • Confidently use the library and internet for research. • Bring knowledge gathered from several sources together in a fluent account. 	

