



Year 6
History
Autumn 1 (September 2024 onwards)
Woeful war

Previous learning: In this project, children learn about abstract terms including 'allies', 'civilian' and 'surrender'. They revisit chronological knowledge to create a timeline of Britain at war and use research to create an overview of significant conflicts. Children are introduced to long term and short term causes of the First World War. They learn about the declaration of war affecting ordinary people. They evaluate the impact of the First World War on British citizens, using secondary and primary sources to answer an enquiry question.

Sticky Knowledge

1. The First World War started in 1914.
2. Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure.
3. Bombing raids caused damage and loss of life to cities like Hull.
4. The First World War stopped at 11am on 11th November 1918.

Lesson 1 History Driver	<p style="background-color: #00FF00; padding: 5px;">What were the causes of the First World War?</p> <ul style="list-style-type: none"> ● Describe the causes and consequences of a significant event in history. ● Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
Lesson 2 History Driver	<p style="background-color: #FFA500; padding: 5px;">Why would people volunteer to fight</p> <ul style="list-style-type: none"> ● To be able to understand and explain the term propaganda. ● To be able to think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. ● To be able to use questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Different types of bias include political, cultural or racial.
Lesson 3 History Driver	<p style="background-color: #00FF00; padding: 5px;">First World War weaponry</p> <ul style="list-style-type: none"> ● To understand that the characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. ● To understand that an achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of human
Lesson 4 History Driver	<p style="background-color: #FFA500; padding: 5px;">Impact of the First World War on British citizens</p> <ul style="list-style-type: none"> ● To understand that war, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. ● To be able to evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. ● To understand historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and

	<p>explain how significant events caused great change over time.</p> <p>*** An additional session will be taught in relation to this lesson after the children have participated in the Remembrance service at the local war memorial in the early part of Autumn 2.</p> <ul style="list-style-type: none"> To be able to recognise primary sources (CWGC database) Suggest omissions from a primary source and the means of finding out
Lesson 5 History Driver	End of the First World War
	<ul style="list-style-type: none"> To understand that the causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
Vocabulary	
Alliances, imperialism, Militarism, Nationalism, Patriotism, Propaganda, Conscription, Weaponry	
Local Connection	
Researching the effect of the First World War on Patrington and the surrounding villages following the Remembrance service	

Year 6 History Autumn 2 Britain at War	
Previous learning: Children learn about the causes of the Second World War, making connections and drawing contrasts between both conflicts. They revisit diamond ranking from previous years, organising the causes of the Second World War in the structure from the most to the least important. They explain their reasoning to others and consider different po	
Sticky Knowledge	
<p>The Axis Powers were Germany, Italy and Japan. The big Allied Powers were Great Britain, the Soviet Union and the United States. The Second World War started in 1939 when Germany invaded Poland. The war finally ended in September 1945.</p>	
Lesson 1 History Driver	What were the causes of the Second World War?
	<ul style="list-style-type: none"> To be able to describe the causes and consequences of a significant event in history. To understand that historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
Lesson 2 History Driver	Warring Nations and beginning of the Second World War
	<ul style="list-style-type: none"> To be able to describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. To be able to describe and explain the significance of a leader or monarch.
Lesson 3 History Driver	What was the Battle of Britain?
	<ul style="list-style-type: none"> To understand that historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. To be able to present a detailed historical narrative about a significant global event.

Lesson 4 History Driver	What were the decisions of leaders?
	<ul style="list-style-type: none"> To be able to describe and explain the significance of a leader or monarch.
Lesson 5 History Driver	Why did the Second World War end?
	<ul style="list-style-type: none"> To understand that the causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
Lesson 6	Journaling week
Vocabulary	
Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kindertransport	
Local Connection	Lyfta links
Researching the bombing of Hull Research RAF Patrington GCI Radar Station	<u>Why are there refugees?</u>

Year 6 History Summer 1 Groovy Greeks	
Previous learning: Pupils will have explored earliest civilisations such as Ancient Egyptians in Year 4 and Mayans in Year 5. Pupils will be able to identify and describe the achievements of the earliest civilisations.	
Sticky Knowledge	Disciplinary knowledge
<ol style="list-style-type: none"> Childrens will understand that there were six periods in ancient Greek history. The Minoans were peaceful farmers, fishermen and traders who developed a written language, became skilled artists and craftsmen and built stone palaces. The Mycenaeans ruled a large area of Greece from c1600 BC. The Minoans influenced the Mycenaeans. 	<p>Sequence and make connections between periods of world history on a timeline.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced argument</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Study a feature of a past civilization or society.</p>
Lesson 1 History Driver	Introductory knowledge
	<ul style="list-style-type: none"> To know that different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.
Lesson 2 History Driver	Sources of evidence
	<ul style="list-style-type: none"> To be able to use a range of historical sources and artefacts to reveal a clearer and more accurate picture about a historical event or person. To know that bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.

	<ul style="list-style-type: none"> To understand how sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
Lesson 3 History Driver	<p>Minoan civilisation</p> <ul style="list-style-type: none"> To understand that continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. To understand that change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. To be able to frame historically valid questions about continuity and change and construct informed responses. 'Did the Minoans live a settled life for a long period of time, or was life constantly changing?' or 'How did natural disasters change life for the Minoans?'
Lesson 4 History Driver	<p>Comparing the Minoans and Mycenaeans</p> <ul style="list-style-type: none"> To know that everyday life, including culture, language, settlements, trade and belief systems could change during different periods however, some aspects of everyday life could continue. To know that aspects of history can be compared and contrasted - rulers and monarchs, everyday life, homes and work, technology and innovation.
Lesson 5 History Driver	<p>City states</p> <ul style="list-style-type: none"> To be able to identify characteristics of past civilisations - cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.
Vocabulary	
<p>Acropolis architect Athenian citadel city state civilisation democracy empire mythology Parthenon philosopher warrior , mythological creatures, Legacies Governments, Law, Ruler Citizens, Gods and goddesses, Sacrifice Trojan war, Olympia Olympic games Chariot</p>	
Lyfta link	
<u>Life on a Greek island</u>	

Year 6 History Summer 2 Groundbreaking Greeks	
<p>Previous learning: Pupils have explored the Ancient Greeks in the previous term and will expand their knowledge to be able to understand social hierarchy, the significance of the Ancient Greeks influencing the modern day. Pupils will have learnt about the art and architecture of ancient civilizations.</p>	
Sticky Knowledge	Disciplinary knowledge
<ol style="list-style-type: none"> Women, children and slaves were second class citizens. Ancient Greeks influenced the wider world with the English alphabet and language. The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Many of these aspects of Greek arts and 	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Describe the achievements and influence of the ancient Greeks on the wider world. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the achievements and influence of the ancient Greeks on the wider world Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>

<p>culture have influenced people around the world for thousands of years and are still seen today.</p>	
<p>Lesson 1 History Driver</p>	<p>Democracy in Athens</p> <ul style="list-style-type: none"> To understand that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
<p>Lesson 2 History Driver</p>	<p>Significant Athenians</p> <ul style="list-style-type: none"> To know that the achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games.
<p>Lesson 3 History Driver</p>	<p>Ancient and modern Olympic Games</p> <ul style="list-style-type: none"> To know that the achievements and influences of the ancient Greeks on the wider world include sport and the Olympic Games.
<p>Lesson 4 History Driver</p>	<p>Greek arts and culture</p> <ul style="list-style-type: none"> To understand that the artistic and cultural legacy of ancient Greece includes theatre, sculpting techniques, rules of architecture and forms of literature. Many of these aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.
<p>Lesson 5 History Driver</p>	<p>Achievements of Alexander the Great</p> <ul style="list-style-type: none"> To be able to use a range of historical sources and artefacts to reveal a clearer and more accurate picture about a historical event or person.
<p>Vocabulary</p>	
<p>Acropolis architect Athenian citadel city state civilisation democracy empire mythology Parthenon philosopher warrior</p>	
<p>Local Connection</p>	
<p>Children will have the opportunity to visit the Yorkshire Museum - which has exciting and vibrant exhibitions about the Romans, Saxons and Vikings as well as the ancient Egyptians and Greeks.</p>	