

Year 6 History Unit



War and Peace

Autumn Term 2014/15

Unit Planning YR 6 History – Local History Study/Extended History Study

<p>Curriculum 2014</p> <p>Hi2/2.1 Local History Pupils should be taught about an aspect of local history <i>For example:</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></p> <p>Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>For example:</i> <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>	Assessment	<p>Chronological Understanding: 1</p>	<p>Placing pictures, artefacts and other sources in the correct chronological order through the application of period knowledge. Production of complex timelines that require description of changes through time. Activities that require the correct use of historical terms relating to the passing of time; ancient, medieval, modern, BC, AD, century, decade.</p>
		<p>Knowledge and Understanding of Events, People and Changes: 2</p>	<p>Understand that people in past societies had a range of views. Describes the links between different features of past situations. Describe the actions of people in distant and unfamiliar historical settings. Provide more general and impersonal reasons for events. Explains the way events or actions have several linked causes and outcomes. Describes cause and consequence in relation to abstract ideas such as short and long term. Produces extended written descriptions of change across time. Understands that there is both change and continuity in developments. Describes change through the use of general, abstract terms such as gradual or rapid, important or unimportant economic, religious etc.</p>
		<p>Historical Interpretation: 3</p>	<p>See CU1</p>
		<p>Historical Enquiry: 4</p>	<p>Draw together information from an increasing range of sources including ICT. Draw together information from sources about the complexity of life in a past period. Identify why sources are useful for particular tasks. Relate the details of sources to their background knowledge of a topic.</p>
		<p>Organisation and Communication.</p>	<p>Produce structured narratives and descriptions. Identify sources that are useful for specific enquiries. Use a broad range of historical terms and dates accurately in relation to the periods studied.</p>
<p>Assessment Tasks</p> <ul style="list-style-type: none"> Evacuee's Diary Recipe suggestions Shelter planning and model Comparative essay 		<p>Key Terms/Vocabulary:</p> <p>Autocracies, Alliance, Annex, Republic, Nationalism, Pan Slavism, Militarism, System of alliances, Imperialism, Colony, Empire, Trigger, Ultimatum, The Triple Entente, The Triple Alliance</p>	

Week	Focus/Objectives	Content
1	<p>Revision of previous learning. Establish and understand the initial causes for WW1. Consider chronology, causal relationships and consequences.</p> <p>HISTORY FOCUS WEEK (8 hours)</p>	<ul style="list-style-type: none"> - Causes of WW1 - Create a timeline of the 1910s. - Describe family life in the 1910s through eyes of a child. - Find out about children's lives during WW1. - Discover how women became involved in WW1. - Find out about the horrors of trenches on the Western Front. - Find out about the Gallipoli campaign. - Research aeroplanes, ship & tanks used in WW1.
2	<p>Consider the global impact of WW1. (2 hours)</p>	<ul style="list-style-type: none"> - Find out why the USA entered the war in 1917.
3	<p>Consider the global impact of WW1. (2 hours)</p>	<ul style="list-style-type: none"> - Find out what happened in the Middle East from 1916 to 1918.
4	<p>Consider the importance of the peace treaty. Investigate cultural and economic changes in Britain. (2 hours)</p>	<ul style="list-style-type: none"> - Find out about the peace treaty & how Britain was changed by WW1.
5	<p>Consider the effect of WW1. (2 hours)</p>	<ul style="list-style-type: none"> - Understand the events that led to the start of World War II.
6	<p>Research Adolph Hitler and his beliefs. Investigate Germany's position in the post-war period. (2 hours)</p>	<ul style="list-style-type: none"> - Develop a clear picture of the life of Adolph Hitler & the beliefs that shaped his life. - Understand how Hitler bought prosperity & some short lived peace in return for power and votes.
7	<p>Investigate the economic situation in Britain in 1940.</p>	<ul style="list-style-type: none"> - Understand the situation that Britain faced in 1940.

	<p>Research Neville Chamberlain's role as Prime Minister. (2 hours)</p>	<ul style="list-style-type: none"> - Understand the role of British Prime Ministers in the build-up to war.
8	<p>LOCAL HISTORY FOCUS WEEK Investigate the importance of Bristol's harbour and aeroplane manufacturing. Consider why Bristol was a target for German bombing raids. Use and compare maps of Bristol, identifying possible targets and their importance. Research, evaluate and adapt wartime recipes. Plan and develop an air raid shelter. (12 hours)</p>	<ul style="list-style-type: none"> - Find out more about the technology used during WWII & how it was manufactured. - Identify patterns in bombing targets & suggest reasons for them. (Art) - Understand the reasons for the introduction of rationing during WWII. (DT) - Understand the need to protect people from bombings during the Battle of Britain. (DT)
<p>Half Term Break</p>		
1	<p>Establish the idea of "evacuation" and its implications on the lives of children living in Bristol and other major cities. (1 hour)</p>	<ul style="list-style-type: none"> - Understand why evacuation was needed during WWII & how it was carried out.
2	<p>Read and compare source materials. Draw conclusions. (1 hour)</p>	<ul style="list-style-type: none"> - Explore the feelings and emotions of evacuees using first-hand information.
3	<p>Develop a greater understanding for how being evacuated made children feel and the conditions they experienced. (1 day)</p>	<ul style="list-style-type: none"> - Trip to Nothe Fort
4	<p>Investigate global changes caused by WW2.</p>	<ul style="list-style-type: none"> - Understand the changes that occurred in Europe from 1938-1942.
5	<p>Consider the impact of WW2 on</p>	<ul style="list-style-type: none"> - Think about what happens after

	people's lives. Compare and evaluate source materials. (1 hour)	a war and begin to understand that it takes a long time for a country/people to 'recover'.
6	Investigate global changes caused by WW1 and WW2. (2 hours)	- Children look at how WW2 changed Europe: country borders and powers of influence.