

Year 6 – Britain Since 1948



Cultural Capital

You have a working historical knowledge of British History from its prehistoric past to your own present. You are going to bring this knowledge up to date chronologically, by learning about the changes in Britain after the Second World War. This unit will focus on the decades that saw significant changes and a development in the British Values focusing on 1950s, 60, 70s, 80s and 90s.

Why was it significant to have a female Prime Minister?

How did domestic technology change?

Who is credited with the invention of the World Wide Web?

How did the broadcasting of TV change over the period?

What was Live Aid and why was it significant?

How did transport advance?

How did British popular music change and influence other countries across the world?

How have the everyday lives of people changed throughout the decades?

Other Links

Year 3 Pre-historic Britain, Year 4 Invaders and Settlers: The Romans, Year 4 Anglo-Saxons, Picts and Scots, Year 5 Anglo-Saxons Picts and Scots, Year 6 Crime and Punishment Through the ages and Year 6 A Local Study: The Tudors

Skills

Chronological Awareness	Range and Depth of Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Can place current study on time line, in relation to other studies. Can use relevant dates and terms. Can sequence up to ten events on a timeline.	Can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Can compare beliefs and behaviour of another period studied.	Can link sources and work out how conclusions were arrived at. Can consider ways of checking accuracy of interpretation – fact or fiction and opinion.	Can recognise primary and secondary sources. Can use a range of sources to find out about an aspect of time past, suggesting omissions and the means of finding out.	Can select aspects of study to make a display. Can use a variety of ways to communicate knowledge and understanding, including extended writing. Can plan and carry out individual investigations.

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Can use words and phrases: vocabulary relating to movements or times of change..	Can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Knows key dates, characters and events of time studied. Can compare and contrast ancient civilizations.	Is aware that different evidence will lead to different conclusions. Can confidently use library etc. for research.	Can bring knowledge gathering from several sources together in a fluent account.	
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Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology