

What it looked like last unit



The Maya

You have already learnt about the ancient Egyptians, ancient Greeks, the Shang Dynasty so you had some knowledge of religious rituals and beliefs of other civilizations and now you have compared it to an American civilisation.

Vocabulary (definitions)

AD - Anno Domini – in the year of our lord
Allies - The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.
Axis - The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later.
Nazi party - A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.
Atomic bomb - A very high-energy bomb made of radioactive material.
annex To take another country's land and make it part of your country.
Czechoslovakia - A European country. Now two countries: the Czech Republic and Slovakia.
Propaganda - Information designed to promote a political idea or opinion.
Active service - Taking part in a military operation as part of the armed forces.

What it looks like next unit



Britain Since 1948

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 in your own area.

Sequence of Learning

1. Explain why World War II began and order events from early World War II on a timeline.
2. Explain when, where and why children were evacuated.
3. Describe how people's diets were different during World War II and answer questions about the implementation of rationing.
4. Find out about women's wartime jobs and describe what they entailed in detail.
5. Explain what the Holocaust was and describe some events that happened.
6. Describe what happened during some key events from World War II and order events on a timeline.



Year 6 – World War II

Cultural Capital

To bring your knowledge of British history up to date chronologically, you will be learning about the changes and the impact of the Second World War in Britain. This unit will link to your English learning and focus on the impact of the war on Britain. It will lead into to the next unit studied, which will allow you to explore post war Britain in your local area.

When and why did World War II begin?
 Which countries and leaders were involved?
 What is rationing and why was it important?
 How did the role of women change?
 What was the holocaust?
 What were the key turning points in the war?

Other Links

Year 3 Pre-historic Britain, Year 3 Invaders and Settlers: The Romans, Year 4 Anglo-Saxons, Picts and Scots, Year 5 Anglo-Saxons Picts and Scots, Year 6 Britain since 1948

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 use words and phrases: vocabulary relating to movements or times of change..	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 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.	Can link sources and work out how conclusions were arrived at. Can consider ways of checking accuracy of interpretation – fact or fiction and opinion. Is aware that different evidence will lead to different conclusions. Can confidently use library etc. for research.	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 bring knowledge gathered from several sources together in a fluent account.	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.

Schemas:

- 1 - Introduction of sources
- 2 - Invaders and Settlers (and their decline)
- 3 - Study of everyday life changing over time
- 4 - Chronology

