

 <b>History overview – Cycle B</b> <b>Year 5/6</b>			
<b>Unit 1</b>			
<b>Year</b> 5/6	<b>Period:</b> Suffragettes movement 1890 - 1919AD <b>Would you risk it all for something you believed in?</b>	<b>Period:</b> WWII 1939 – 1945AD <b>How did WWII change people’s lives?</b>	<b>Period:</b> Dependent on the individual studied. <b>What impact can one person have on our world?</b>
<b>N/C</b>	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul> <b>Examples (non-statutory)</b> <ul style="list-style-type: none"> <li>the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>a significant turning point in British history, for example, the first railways or <b>the Battle of Britain</b></li> </ul>		
<b>Hierarchies</b>	<b>Investigate and interpret the past</b> H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the past. H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. H6: Understand that no single source of evidence gives the full answer to questions about the past. H7: Refine lines of enquiry as appropriate. <b>Build an overview of world history</b> H8: Identify continuity and change in the history of the locality of the school. H10: Compare some of the times studied with those of the other areas of interest around the world. H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <b>Understand chronology</b> H14: Identify periods of rapid change in history and contrast them with times of relatively little change. H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. H16: Use dates and terms accurately in describing events. H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <b>Communicate historically</b> H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. H19: Use original ways to present information and ideas. H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy	<b>Investigate and interpret the past</b> H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the past. H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. H6: Understand that no single source of evidence gives the full answer to questions about the past. H7: Refine lines of enquiry as appropriate. <b>Build an overview of world history</b> H8: Identify continuity and change in the history of the locality of the school. 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Vocabulary	<p><b>Suffrage</b> - The right to vote.  <b>Electorate</b> - The people who can vote in an election.  <b>Democracy</b> - A system of government where those in power are voted for by the people. The word 'democracy' comes from two Greek words which mean 'rule by the people'  <b>Campaign</b> - Where a group of people carry out actions to try and influence decisions made by the government and make a change.  <b>Petition</b> - A formal written request, usually signed by lots of people, asking the government or another important group to do something.  <b>Anti-suffragism</b> - People who believed that women should not be allowed to vote.  <b>Hunger Strike</b> - When people refuse to eat as a form of protest.  <b>Suffragist</b> - A member of the National Union for Women's Suffrage Societies (NUWSS) who campaigned peacefully for women's suffrage.  <b>Suffragette</b> - A member of the Women's Social and Political Union. A more radical group which sometimes used violence and broke the law.  <b>Women's land army</b> - The name given to the thousands of women who took over farm work during both World War I and World War II.  <b>Enfranchisement</b> - Being accepted as an equal person in society, most likely with the right to vote</p>	<p>World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book, Rationing, ration book, Dig for Victory, Lord Woolton. women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values  Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb</p>	<p><b>Impact</b> - A marked effect or influence.  <b>Famous</b> - Known by many people.  <b>Exploration</b> - The action of exploring an unfamiliar area.  <b>Discovery</b> - The action or process of discovering or being discovered.  <b>Significant</b> - Have great importance to be worthy of attention.  <b>Racism</b> - The belief that people of different races or ethnic groups have different value in society and using this against them.  <b>Segregation</b> - The action or state of setting someone apart from others.  <b>Integration</b> - The action of bringing together and uniting of things.  <b>Desegregation</b> - A legal process of ending the separation and isolation of different racial and ethnic groups.  <b>Civil rights</b> - The rights of citizens to equality.  <b>Prejudice</b> - A preconceived opinion that is not based on reason or actual experience.  <b>Activism</b> - A type of campaign which uses actions and resources to bring about change.  <b>Political movement</b> - A collective attempt by a group of people to change government policy or society.</p>
Flashbacks – see also <a href="#">flashbacks for Y3/4 cycle B</a>	<p><b>Working Historically:</b></p> <ul style="list-style-type: none"> <li>Terminology of historical chronology BCE/CE</li> <li>Timeline – where events come within a timeline</li> <li>To use primary and secondary source as evidence.</li> </ul> <p><b>Aspects of substantive factual knowledge linked to a previous topic:</b></p> <ul style="list-style-type: none"> <li>What is the mummification process?</li> <li>How the war affected peoples' lives?</li> <li>What are the main events and causes that lead to the English Civil War?</li> </ul>	<p><b>Working Historically:</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of events- Suggest why certain people acted as they did in history</li> <li>Timeline – where events come within a timeline</li> <li>History enquiry - Understand that some evidence from the past is propaganda, opinion or misinformation and that these effects interpretations of history.</li> </ul> <p><b>Aspects of substantive factual knowledge linked to a previous topic:</b></p> <ul style="list-style-type: none"> <li>What the Maya writing system consists of?</li> <li>What are the religious beliefs of the Maya people?</li> <li>What foods were eaten by the ancient Maya people?</li> <li>What cause the decline of the Mayan civilisation?</li> </ul>	<p><b>Working Historically:</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of events- Suggest why certain people acted as they did in history</li> <li>Timeline – where events come within a timeline (Victorians)</li> <li>History enquiry - Understand that some evidence from the past is propaganda, opinion or misinformation and that these effects interpretations of history.</li> </ul> <p><b>Aspects of substantive factual knowledge linked to a previous topic:</b></p> <ul style="list-style-type: none"> <li>How did interventions changed our way of life?</li> <li>What life was like in the workhouse?</li> <li>What life was like as a Victorian boy and girl?</li> <li>How Victorian children were punished in school?</li> </ul>
1	<p><b>WALT: know how to compare social norms from today and in the past</b>  <b>Children will know:</b>  <b>Activities:</b> Children will use a range of sources to compare the rights of woman today and at the start of the 20<sup>th</sup> century. (Big bang – Drama workshop visit)  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>what rights woman have today.</li> <li>how to use sources of evidence to identify the rights of woman in 1900.</li> <li>the similarities and differences between the social norms of each period.</li> </ul>	<p><b>WALT: know events from early World War II and explain why World War II began</b>  <b>Activities:</b> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. Locality – RAF – call up for locals.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>questions they would like to ask about WWII</li> <li>who the Allies and Axis Powers were in World War II by labelling on a map</li> <li>Which countries were involved.</li> </ul>	<p><b>WALT: know what it means to have an impact on the world.</b>  <b>Activities:</b> Look at a range of individuals who have impacted on the world. Analyse in what aspect have they impacted on the world (religiously, scientifically, culturally, politically etc)  Ensure a range of people of different genders, ages and backgrounds.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the characteristic features of the past</li> <li>why certain people can change the way we see the world</li> <li>describe the main changes in a period of history</li> </ul>

2	<p><b>WALT: know what it was like to be a woman in the early 20<sup>th</sup> century using a range of sources.</b></p> <p><b>Activities:</b> Look at a range of sources  <a href="https://citacademiesuk.sharepoint.com/sites/Caythorpe-Staff/Shared%20Documents/Planning/2022-2023/Hogwarts/Autumn%202/History/Role%20of%20women%201900%20sources">https://citacademiesuk.sharepoint.com/sites/Caythorpe-Staff/Shared%20Documents/Planning/2022-2023/Hogwarts/Autumn%202/History/Role%20of%20women%201900%20sources</a></p> <p>Children to write what these sources tell us about what life was like for women and how they were viewed in society.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to access a range of different sources</li> <li>• what struggles women had to face in the early 20<sup>th</sup> century</li> <li>• why women weren't allowed to vote in Britain at that time</li> </ul>	<p><b>WALT: know the main events of the WWII</b></p> <p><b>Activities:</b> identify through sources given to the children the key events do not go any further than 1945.</p> <p>Children to create a timeline of the key events in chronological order.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- The main events in the WWII</li> <li>- Why they surrendered</li> <li>- events from early World War II and order them on a timeline.</li> </ul>	<p><b>WALT: Research an individual who has made a significant impact on society around the world using a range of different sources.</b></p> <p><b>Activities:</b> Choose a significant person and use range of sources to research about their lives and the impact that they had on the world. (link to writing a non-chronological report in English.)</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to use a wide range of sources</li> <li>• how to present information</li> <li>• use appropriate historical vocabulary</li> </ul>
3	<p><b>WALT: know how the role of women changed in the first world war.</b></p> <p><b>Activities:</b> Children to design an information poster explain the role of Women in the first world war.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what roles women had during the first world war</li> <li>• what happened to Emily Davison and why</li> <li>• what jobs women had to endure during world war I</li> </ul>	<p><b>WALT: know why the allies were wanting to stop Hitlers Nazi Party</b></p> <p><b>Activities:</b> Identify the allies within the WWII and their reasonings for stopping the Nazi party.  Talk about the Nazi polices linked to 'purification and ethnic cleansing'  Children create a non-chronological report explaining the Nazi party policies.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- The Nazi party policies</li> <li>- Know what purification and ethnic cleansing is</li> <li>- Why did the allies want to stop them.</li> </ul>	<p><b>WALT: know how and why actions can impose an impact on society</b></p> <p><b>Activities:</b> Look at a range of public speeches. Describe their purpose, key themes and evaluate the impact that they had on society. E.g Martin Luther King's Speech, Nelson Mandela's speech, Emmeline Pankhurst's speech, Winston Churchill's speech.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what public speaking is</li> <li>• examples of how an individual has made an impact due to an action</li> <li>• use a range of different sources to research</li> </ul>
4	<p><b>WALT: know who Emmeline Pankhurst was and why she set up the WSPU.</b></p> <p><b>Activities:</b> Watch videos explaining the life of Emmeline Pankhurst,  <a href="https://www.youtube.com/watch?v=Pup3v3qdrPA">https://www.youtube.com/watch?v=Pup3v3qdrPA</a></p> <p>Complete timeline of Pankhurst's life.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what the WSPU was</li> <li>• who Emmeline Pankhurst was</li> <li>• why Emmeline Pankhurst was influential and why people were inspired by her</li> </ul>	<p><b>WALT: know how the war was fought at land, sea and air.</b></p> <p><b>Activities:</b> Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II. How did the role of Women have to change during the war?</p> <p>Create a table with land, sea and air and explain how their fought the war from their area.  Possible debate who was the most beneficial to the war? Land, sea or air?</p> <p>Talk to the children about the bomb raids on the cities and how this would take out a whole city with a bomb raid killing thousands.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what type of jobs women did during World War II</li> <li>• How the war was fought at land, sea and air.</li> <li>• How the bomb raids cleared out cities.</li> </ul>	<p><b>WALT: know how to compare and evaluate a significant individual with another.</b></p> <p><b>Activities:</b> Compare the chosen individual with another – complete a venn diagram to show their similarities and differences. Are there any common traits of a range of significant individuals. What makes them significant? Think about their personality traits not just things that have happened to them.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to use a Venn diagram accurately</li> <li>• similarities and differences between the two historical people chosen</li> <li>• evaluate a significant historical figure</li> </ul>
5	<p><b>WALT: know what the WSPU did to fight for their suffrage.</b></p> <p><b>Activities:</b> Look at sources of evidence to show how the WSPE fought for suffrage and analyse the positive and negative effects that this had on their cause.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how society tried to resist the WSPU</li> <li>• why the WSPU gained a big following</li> <li>• acts committed by the WSPU</li> </ul>	<p><b>WALT: know when, where and why children were evacuated in WWII</b></p> <p><b>Activities:</b> Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. Local evacuees in Caythorpe.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to select and deduce information from a source</li> <li>• what evacuees needed to take with them on their journey</li> <li>• different thinking skills to help me organise information about being evacuated</li> <li>• when, where and why children were evacuated</li> <li>• how it might have felt to be evacuated</li> </ul>	<p><b>WALT: know how a significant person has established continuity and change over time.</b></p> <p><b>Activities:</b> Complete a timeline for the chosen significantly individual, choosing appropriate events to document which led to or directly had an impact on society.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• pinpoint a historical figure in time</li> <li>• reasons why society has changed because of a historical figure</li> <li>• use dates and terms accurately in describing events.</li> </ul>

6	<p><b>WALT: know the changing rights of women and establish whether we have gender equality today.</b></p> <p><b>Activities:</b> Did the Suffragettes earn equal rights for women and are their equal rights today? Children to write discussion text based on this question.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to gather evidence from a range of different sources</li> <li>• how to compare gender equality in modern day to the early 20<sup>th</sup> century</li> <li>• know how to present their findings</li> </ul>	<p><b>WALT: know about rationing in WWII</b></p> <p><b>Activities:</b> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what foods were rationed during World War II</li> <li>• why rationing food was necessary.</li> <li>• compare a wartime menu with a modern-day menu.</li> <li>• how everyday lives were affected by food rationing</li> </ul>	<p><b>WALT: know information about a significant individual.</b></p> <p><b>Activities:</b> Create a fact file/information booklet about the chosen significant person.</p> <p><b>(Collection of work produced over each lesson presented in the format of a celebration).</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• original ways to present information and ideas</li> <li>• how to present my information</li> <li>• use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past</li> </ul>
Key Knowledge	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Emmeline Pankhurst was the founder of the WSPU (Women’s Social and Political Union), the peaceful and violent methods in the movement and the efforts made to resistance the Women’s suffrage movement</li> <li>• Know how the fight for Women to vote in Britain began and succeeded</li> <li>• Know how the First World War affected Britain at home, bringing women into the workforce taking over men’s jobs including farming, manufacturing and making munitions when the men went off to war. Female employment rose</li> <li>• Know how later events in the 20th century affected women’s enfranchisement, such as World War 2</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• when and why the war started</li> <li>• some of the countries and key individuals involved</li> <li>• recall some details about key events and their significance</li> <li>• what evacuation and rationing were, explain how they worked and how different people were affected</li> <li>• describe some jobs women did during the war and how and why the changing role of women was significant to the war effort</li> <li>• describe what the Holocaust was and who suffered as a result</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• throughout time, individuals have shaped the society that we live in today some being positive and some negative - that one action can have an impact on the world.</li> <li>• people can be influenced by significant individuals.</li> <li>• how civil rights have changed within the last 3 centuries.</li> <li>• about social, moral, religious and cultural changes in the world over a period of time</li> <li>• public speaking plays an important part in spreading messages</li> </ul>