


|  History overview – Cycle B Year 5/6 | | | |
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| Unit 1 | | | |
| Year 5/6 | Period: Suffragettes movement 1890 - 1919AD Would you risk it all for something you believed in? | Period: WWII 1939 – 1945AD How did WWII change people’s lives? | Period: Dependent on the individual studied. What impact can one person have on our world? |
| N/C | Pupils should be taught: <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Examples (non-statutory) <ul style="list-style-type: none"> ♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ 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 ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain | | |
| Hierarchies | Investigate and interpret the past 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. Build an overview of world history 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). Understand chronology 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). Communicate historically 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 | Investigate and interpret the past 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. Build an overview of world history H8: Identify continuity and change in the history of the locality of the school. H11: Describe the social, ethnic, cultural or religious diversity of past society. 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| Vocabulary | <p>Suffrage - The right to vote.</p> <p>Electorate - The people who can vote in an election.</p> <p>Democracy - 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'</p> <p>Campaign - Where a group of people carry out actions to try and influence decisions made by the government and make a change.</p> <p>Petition - A formal written request, usually signed by lots of people, asking the government or another important group to do something.</p> <p>Anti-suffragism - People who believed that women should not be allowed to vote.</p> <p>Hunger Strike - When people refuse to eat as a form of protest.</p> <p>Suffragist - A member of the National Union for Women's Suffrage Societies (NUWSS) who campaigned peacefully for women's suffrage.</p> <p>Suffragette - A member of the Women's Social and Political Union. A more radical group which sometimes used violence and broke the law.</p> <p>Women's land army - The name given to the thousands of women who took over farm work during both World War I and World War II.</p> <p>Enfranchisement - 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</p> <p>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>Impact - A marked effect or influence.</p> <p>Famous - Known by many people.</p> <p>Exploration - The action of exploring an unfamiliar area.</p> <p>Discovery - The action or process of discovering or being discovered.</p> <p>Significant - Have great importance to be worthy of attention.</p> <p>Racism - The belief that people of different races or ethnic groups have different value in society and using this against them.</p> <p>Segregation - The action or state of setting someone apart from others.</p> <p>Integration - The action of bringing together and uniting of things.</p> <p>Desegregation - A legal process of ending the separation and isolation of different racial and ethnic groups.</p> <p>Civil rights - The rights of citizens to equality.</p> <p>Prejudice - A preconceived opinion that is not based on reason or actual experience.</p> <p>Activism - A type of campaign which uses actions and resources to bring about change.</p> <p>Political movement - A collective attempt by a group of people to change government policy or society.</p> |
| 1 | <p>WALT: compare social norms from today and in the past</p> <p>Children will know:</p> <p>Activities: Children will use a range of sources to compare the rights of woman today and at the start of the 20th century.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • what rights woman have today. • how to use sources of evidence to identify the rights of woman in 1900. • the similarities and differences between the social norms of each period. | <p>WALT: know events from early World War II and explain why World War II began</p> <p>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.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • questions they would like to ask about WWII • events from early World War II and order them on a timeline. • who the Allies and Axis Powers were in World War II by labelling on a map | <p>WALT: know what it means to have an impact on the world.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • the characteristic features of the past • why certain people can change the way we see the world • describe the main changes in a period of history |
| 2 | <p>WALT: know what it was like to be a woman in the early 20th century using a range of sources.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to access a range of different sources • what struggles women had to face in the early 20th century • why women weren't allowed to vote in Britain at that time | <p>WALT: know when, where and why children were evacuated in WWII</p> <p>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>Children will know:</p> <ul style="list-style-type: none"> • how to select and deduce information from a source • what evacuees needed to take with them on their journey • different thinking skills to help me organise information about being evacuated • when, where and why children were evacuated • how it might have felt to be evacuated | <p>WALT: Research an individual who has made a significant impact on society around the world using a range of different sources.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • how to use a wide range of sources • how to present information • and use appropriate historical vocabulary |
| 3 | <p>WALT: know how the role of women changed in the first world war.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • what roles women had during the first world war • what happened to Emily Davison and why • what jobs women had to endure during world war I | <p>WALT: know about rationing in WWII</p> <p>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>Children will know:</p> <ul style="list-style-type: none"> • what foods were rationed during World War II • why rationing food was necessary. • compare a wartime menu with a modern-day menu. • how everyday lives were affected by food rationing | <p>WALT: know how and why actions can impose an impact on society</p> <p>Children will know:</p> <ul style="list-style-type: none"> • what public speaking is • examples of how an individual has made an impact due to an action • use a range of different sources to research |

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| 4 | <p>WALT: know who Emmeline Pankhurst was and why she set up the WSPU. Children will know:</p> <ul style="list-style-type: none"> • what the WSPU was • who Emmeline Pankhurst was • why Emmeline Pankhurst was influential and why people were inspired by her | <p>WALT: make informed and relevant choices of historical sources to research how the role of women changed during the war 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? Children will know:</p> <ul style="list-style-type: none"> • what type of jobs women did during World War II • compare the roles of women and men in World War II • key details of a woman’s wartime job • how propaganda posters were used • how the role of women differed before, during and after the war. | <p>WALT: compare and evaluate a significant individual with another. Children will know:</p> <ul style="list-style-type: none"> • how to use a Venn diagram accurately • similarities and differences between the two historical people chosen • evaluate a significant historical figure |
| 5 | <p>WALT: know what the WSPU did to fight for their suffrage. Children will know:</p> <ul style="list-style-type: none"> • how society tried to resist the WSPU • why the WSPU gained a big following • acts committed by the WSPU | <p>WALT know the events of the holocaust Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II. Locality – Holocaust Centre– Laxton in Nottinghamshire. Legacy of the Holocaust on the world today. Design a poster to promote an important value. Children will know:</p> <ul style="list-style-type: none"> • what prejudice means. • how and why Jews (and other races i.e. Romany culture) were subject to Nazi prejudice and discrimination during the war. • key facts about the events of the Holocaust • important values to live my own life by. | <p>WALT: know how a significant person has established continuity and change over time. Children will know:</p> <ul style="list-style-type: none"> • pinpoint a historical figure in time • reasons why society has changed because of a historical figure • use dates and terms accurately in describing events. |
| 6 | <p>WALT: know the changing rights of women and establish whether we have gender equality today. Children will know:</p> <ul style="list-style-type: none"> • how to gather evidence from a range of different sources • how to compare gender equality in modern day to the early 20th century • know how to present their findings | <p>WALT: know the concepts of continuity and change over time, representing them, along with evidence, on a time line. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. I can describe what happened during some key events from World War II and order events on a timeline. Children will know:</p> <ul style="list-style-type: none"> • some of the key events of World War II. • order events from World War II onto a timeline. • why a specific World War II event was a key turning point in the war. | <p>WALT: know information about a significant individual. (Collection of work produced over each lesson presented in the format of a celebration). Children will know:</p> <ul style="list-style-type: none"> • original ways to present information and ideas • how to present my information • use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past |
| Key Knowledge | <p>Children will know:</p> <ul style="list-style-type: none"> • 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 • Know how the fight for Women to vote in Britain began and succeeded • 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 • Know how later events in the 20th century affected women’s enfranchisement, such as World War 2 | <p>Children will know:</p> <ul style="list-style-type: none"> • when and why the war started • some of the countries and key individuals involved • recall some details about key events and their significance • what evacuation and rationing were, explain how they worked and how different people were affected • describe some jobs women did during the war and how and why the changing role of women was significant to the war effort • describe what the Holocaust was and who suffered as a result | <p>Children will know:</p> <ul style="list-style-type: none"> • the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • 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. • people can be influenced by significant individuals. • how civil rights have changed within the last 3 centuries. • about social, moral, religious and cultural changes in the world over a period of time • public speaking plays an important part in spreading messages |