

History Unit of Work Year 6 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
World War 2 	<ul style="list-style-type: none"> Invasion: Romans/Saxons/Vikings (KS2) 20th Century Leisure (Y5) 	<ul style="list-style-type: none"> The Beatles (Summer) 	<ul style="list-style-type: none"> ??? Please record any misconceptions you come across during teaching and pass on to A Wood
	National Curriculum Subject Content: <ul style="list-style-type: none"> Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [a significant turning point in British history, for example, the first railways or the Battle of Britain] Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 		
Historical Enquiry			
What was life like in Liverpool during World War 2?			
Key Concepts			
significance, similarity, difference, continuity, change , cause, consequence, interpretation, democracy/justice , civilisation/settlement, religion/faith, conflict/invasion			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	<ol style="list-style-type: none"> Know why WW2 began in 1939 and that it lasted until 1945 Know the main allied and axis countries involved Know why Liverpool in particular was a target during the war. Know some differences between Morrison, Anderson and Communal shelters Know the role of land girls and the women's voluntary service during WW2 Know how evacuated life in the countryside was different to Liverpool city centre 		Morrison, Anderson, communal, voluntary, volunteer, evacuate, evacuee, propaganda, ally, allies, axis of evil, target, blitz
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"> Use the historical terms national, invasion, government, sources & evidence to describe how the war began Consider and explain why and how biased propaganda was used Deduce and communicate the reliability of primary and secondary sources Write in role using viewpoint and anachronisms Compare viewpoints and experiences during the war. Use historical terms to compare life in the city and the countryside 		chronological, artefact, perspective, primary source, secondary source, objective/subjective, bias, impact
Assessment Outcomes			
Substantive <ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and why this was important in relation to British history Know and compare causes and consequences of historical events Know how the lives of women and men were different during this time Know how life was similar or different in our locality compared to a contrasting location 		Disciplinary <ul style="list-style-type: none"> Interpretation: I can consider different viewpoints or think about bias or anachronism. Enquiry: I can make perceptive deductions about the reliability of sources Communication: I can use key historical terms accurately 	
Significant people/places	Roy Chadwick – Designer of the Lancaster Bomber, born in Farnworth		

**History Unit of Work
Year 6 Spring**

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Power of Monarchy 	<ul style="list-style-type: none"> • Our Queens – Elizabeth I, Victoria, Elizabeth II (Y2) • Chronological British History from Stone Age to 1066 (KS2) • Roman Emperors (Y4) 	<ul style="list-style-type: none"> • KS3 History Curriculum – British History post 1066 	<ul style="list-style-type: none"> • ??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
<ul style="list-style-type: none"> • Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 [the changing power of monarchs using case studies such as John, Anne and Victoria] • Pupils should 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. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 			
Historical Enquiry			
Is the Monarchy still as important and powerful as it has always been?			
Key Concepts			
significance , similarity, difference , continuity, change , cause, consequence, interpretation , democracy/justice , civilisation/settlement , religion/faith, conflict/invasion			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	7. Know where King John, Charles I and Charles III fall on a timeline of monarchs since 1066 (recap Elizabeth I, Victoria and Elizabeth II) 8. Know King John ruled under a feudal system 9. Know what led to the Magna Carta and its impact on society 10. Know King Charles I believed in the Divine Right of Kings 11. Know how the balance of power between parliament and king led to the English Civil War 12. Know King Charles III rules under a constitutional monarchy		monarch, monarchy, reign, heir, government, tax/taxes, parliament, rebellion, revolt, cavaliers, roundheads, society, laws, empire
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	7. Use primary sources (paintings, journals letters) to organise information into a chronological framework 8. Consider and evaluate how the actions of King John and his power led to the Magna Carta 9. Explain which elements of the Magna Carta are still present today in society 10. Evaluate sources to find historically relevant information about the consequences of Charles I’s decisions 11. Explain the different viewpoints which led to imbalance of power and Civil war 12. Compare and contrast the balance of power in all three periods		chronological, perspective, judgement, impact, legacy, reason, period/era, compare/contrast
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"> • I know about a set of figures in British history which extends beyond 1066 and why they were important in relation to British history • I know how to place historical figures from past societies and periods into a chronological framework • I know how the power or monarchy in Britain has changed over time 		<u>Disciplinary</u> <ul style="list-style-type: none"> • Interpretation: I can evaluate and carefully select from a range of historical sources to find relevant historical information. • Enquiry: I can explain how our knowledge of the past is constructed from a range of sources • Communication: I make pertinent and valid comparisons between periods. 	
Significant people/places			

**History Unit of Work
Year 6 Summer**

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>The Beatles</p> 	<ul style="list-style-type: none"> 20th Century Leisure and Entertainment (Y5) World War 2 (Autumn) 	<ul style="list-style-type: none"> KS3 History Curriculum – British History post 1066 	<ul style="list-style-type: none"> ??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	<p>National Curriculum Subject Content:</p> <ul style="list-style-type: none"> Pupils should be taught about: a local history study [a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality] Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 		
Historical Enquiry			
Did the Beatles change music forever?			
Key Concepts			
<p>significance, similarity, difference, continuity, change, cause, consequence, interpretation, democracy/justice, civilisation/settlement, religion/faith, conflict/invasion</p>			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive Knowledge	13. Know that the Beatles were all born during the Second World War 14. Know how life in Britain changed between the 1940s and 1960s 15. Know how music technology changed in the 20 th Century (Piano, Gramophone, Radio, Record player, Cassette, CD) 16. Know that the Beatles became ‘famous’ between 1962 and 1964 17. Know that the Beatles hold the records for most number one albums, number one singles and most singles ever sold (21.9 million) 18. Know that the Beatles changed music recording technology and popularised albums		economic, social, welfare state, piano, gramophone, radio, record player, cassette, CD, album, single, legacy
	Working Historically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	13. Use sources to find relevant information about the Beatles early life 14. Consider and organise information to understand how society changed at this time 15. Organise a range of sources to show chronological understanding of technology 16. Devise questions about what ‘fame’ is, considering legacy, change and impact 17. Develop and consider viewpoints and bias about the Beatles success 18. Evaluate and create my own viewpoint on the Beatles success and impact		deduction, connections, fact/opinion, influence, trends, century, decade, impact
Assessment Outcomes			
<p><u>Substantive</u></p> <ul style="list-style-type: none"> Know about a period of history that has strong connections to my locality and understand issues related with this period Know how life was changed as a consequence of this period of history Know how historical sources can show bias, difference of opinion, and alternative interpretations 		<p><u>Disciplinary</u></p> <ul style="list-style-type: none"> Interpretation: I can evaluate and carefully select from a range of historical sources to find relevant historical information. Enquiry: I can devise questions about change, cause and consequence, similarity, difference and significance of people or events in a wider context. Communication: I can construct informed responses and organise relevant historical information from a range of historical sources. 	
Significant people/places			