

Year 6			
Unit of Work	NC Expectations:	Unit End Points:	Knowledge Organiser Facts:
World War 2 (Autumn 1)	<p><b>6. An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</b></p> <p><u>Chronology</u> *In depth study a significant turning point in British history using appropriate vocabulary when describing the passing of time during World War 1 and 2</p> <p><u>Events, people and changes</u> *Show the knowledge and understanding of local, national and international history by gaining historical perspective, placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationship between the causes of both wars</p> <p><u>Communication</u> *Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid question involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms, historical terminology and contrasting evidence from both World Wars</p> <p><u>Enquiry, interpretation and using sources</u> *Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> <p><b>Topic Vocabulary:</b> World War 1 and 2, Poppies, cowards, white feather, propaganda, trenches, trench foot, rationing, ration book, blitz, evacuees, countryside, Spitfire, Auschwitz, concentration camps, prisoner of war camps, no man's land, Accrington pals,</p>	<ul style="list-style-type: none"> <li>Children can explain reasons that led to the occurrence of WW1 and WW2.</li> <li>Children can chronologically order events of WW1 and WW2 with key dates and descriptions of the beginning and end.</li> <li>Children explain which countries were involved in WW1 and WW2 and their impact.</li> <li>Children can describe Archduke Franz Ferdinand and explain why he was important.</li> <li>Children can describe the end of each war.</li> <li>Children can construct informed responses by selecting different historical sources to explain their version of the impact of the wars on Britain.</li> </ul> <p><b>End of Unit Outcome:</b> To develop knowledge and understanding of British History</p>	<ul style="list-style-type: none"> <li>What are the reasons that led to the occurrence of WW1 and WW2?</li> <li>Who is Archduke Franz Ferdinand and why he was important?</li> <li>Chronologically order events of WW1 and WW2 with key dates and descriptions of the beginning and end.</li> <li>Which countries were involved in WW1 and WW2 and their impact?</li> <li>Describe the end of each war?</li> </ul>

	<p>Christmas truce, home front, swastika, black out, Anderson shelter, gas mask, the whistle, over the top</p> <p><b>Historical Vocabulary-</b> Chronology, Duration, History, past, present, remembrance, political, timescale, social, commemorate, anniversary, centenary, centenarian, invasion, primary source, secondary source, evidence, analyse, diversity, society, significance, British, conquer, government</p>		
<p>Super Sleuth (Spring 2)</p>	<p><b>3. Britain's settlement by Anglo-Saxons and Scots</b>  <b>4. Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</b></p> <p><b>Chronology</b>  *Sequence events and periods through the use of appropriate terms relating to the passing of time.  *Identify where periods studied fit into a chronological framework by noting connections, trends, and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts  *Analyse connections, trends, and contrasts over time during the Anglo-Saxon Era</p> <p><b>Events, people and changes</b>  *Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. Establish a narrative showing connections and trends within and across Anglo-Saxon period. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes presented by the Anglo-Saxon and Vikings. Present a clear narrative within and across periods that notes connections, contrasts and trends over time.</p> <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Children can chronologically sequence the Vikings and Anglo-Saxon period.</li> <li>• Children know when the Vikings first invaded Britain.</li> <li>• Children know why the Vikings invaded.</li> <li>• Children to discuss life as an Anglo-Saxon</li> <li>• Children can make comparisons to life before and after the Viking invasions.</li> <li>• Children can describe the role King Alfred played in making England a unified country.</li> <li>• Children can use vocabulary to identify similarities and differences between Viking and Anglo-Saxon life.</li> <li>• Children can use their knowledge of the past to present what life was like for Vikings in Britain.</li> <li>• Children understand what happened at the Battle of Hastings to end the Anglo-Saxon and Viking era.</li> </ul>	<ul style="list-style-type: none"> <li>• Who were the Normans?</li> <li>• When did the Vikings first invaded Britain and why?</li> <li>• What was life like as an Anglo-Saxon?</li> <li>• What comparisons are there between life before and after the Viking invasions?</li> <li>• What role did King Alfred played in making England a unified country?</li> <li>• What happened at the Battle of Hastings to end the Anglo-Saxon and Viking era?</li> </ul>

\*Produce structured work that makes connections, draws contrasts and frames historically valid questions about the period leading up to the Battle of Hastings involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

**Enquiry, interpretation and using sources**

\*Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the Anglo-Saxons and The Vikings is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others

**Topic Vocabulary:** Anglo-Saxon Vikings, invasion, Normans, Battle of Hastings, Conquer, Monasteries, monks, medieval, conquest, peasants, Bayeux tapestry, long boats, Thor, beliefs, settlements, Kingdoms, King Ethelred, Ragnar.

**Historical Vocabulary:** Chronological, chronology, duration, sequence, political, religious, timescale, timeline, invasion, culture, beliefs, artefact, sources, evidence, events, diversity, similarity/difference, Britain, British, national, international, dark ages, AD/CE

- Children to explain who The Normans were

**End of Unit Outcome:** To inspire curiosity related to the conflict between Anglo-Saxons and Vikings

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<p>Changes through the Decades (Summer 1 &amp; 2)</p>	<p><b>6. An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</b></p> <p><b><u>Chronology</u></b></p> <p>*Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties.</p> <p>*Analyse connections, trends and contrasts over time, e.g. when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods.</p> <p>*Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day,</p> <p>*In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability).</p> <p><b><u>Events, people and changes</u></b></p> <p>*Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, political and social history</p> <p>*Establishing a narrative showing connections and trends within and across periods of study.</p> <p>*Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</p> <p><b><u>Communication</u></b></p> <p>*Produce structured work that:</p> <p>*Makes connections, draws contrasts and analyses trends between the different periods.</p> <p>*Frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p><b><u>Enquiry, interpretation and using sources</u></b></p> <p>*Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why</p>	<ul style="list-style-type: none"> <li>• Children sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties.</li> <li>• Children to discuss the influence on the lives of people in these different periods.</li> <li>• Children to understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</li> <li>• Children to gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, political and social history</li> <li>• Children to establish a narrative showing connections and trends within and across periods of study.</li> <li>• Children to begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> <li>• Children to make connections, draws contrasts and analyses trends between the different periods.</li> <li>• Children to use sources as a basis for research from which they will</li> </ul>	<ul style="list-style-type: none"> <li>• Can chronologically sequence the events and periods of the decades of the century?</li> <li>• Can I discuss the influences on the lives of people between the periods 1920 – 1940?</li> <li>• Can I gain perspective of culture economic and social history during the 1950s?</li> <li>• Can I research the impact and diversity, of the events of the 1960s?</li> <li>• Can I begin to recognise and describe the social economics of the 1970s?</li> <li>• Can I make connections and analyse trends between 1980 – 1990s?</li> <li>• Can I compare and enquire about the changes from the start and end of the century?</li> </ul>
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	<p>contrasting arguments and interpretations of the past have been constructed.</p> <p>*Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p> <p>* Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this, e.g. what evidence do we have? Why was it created? What does it tell us?</p> <p><b>Topic Vocabulary:</b> music, modern arts, dancing,</p> <p><b>Historical Vocabulary:</b> chronology, social, past, present, impact, culture, sources (primary and secondary), events, society, causation, similarities, differences, trends, British, national, Victorians, <b>Elizabethan</b></p>	<p>begin to use information as evidence to test hypotheses.</p> <ul style="list-style-type: none"> <li>• Children to understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this, e.g. what evidence do we have? Why was it created? What does it tell us?</li> </ul> <p><b>End of Unit Outcome:</b> An in-depth study of Britain throughout the last century and how they influenced other areas such as music, arts, fashion, technology, television and politics.</p>	
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