

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 6

Term: Autumn



Unit: Britain at War



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>air raid - An attack in which bombs are dropped from aircraft.</p> <p>alliance - A group of countries who have agreed to work together because of shared aims.</p> <p>Allied Powers - A group of countries that formed an alliance during the First and Second World Wars. In the Second World War, they were Great Britain, the Soviet Union, the United States and British Commonwealth countries.</p> <p>appeasement - Giving the opposing side something they have demanded to prevent further disagreement.</p>	<p>Historical sources can contain bias due to their historical context or the creator's background.</p> <p>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</p> <p>Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.</p> <p>The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p>	<p>What historical sources are and how historians use them.</p> <p>Historical sources can contain bias due to their creator's background or their historical context.</p> <p>The kind of sources that they can use to study their local area.</p> <p>What the Treaty of Versailles was, how it was involved in the end of the First World War and its impact on Germany.</p>	<p>Cause and Consequence</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society</p> <p>Change and Continuity</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>Significance</p>

<p>Axis Powers - A group of countries that formed an alliance during the Second World War. The Axis Powers were Germany, Italy and Japan.</p> <p>battle - A sustained fight between large, organised armed forces.</p> <p>blackout - A time when all lights must be hidden from enemy view by law, including covering windows and turning off streetlights.</p> <p>Blitz - A German bombing campaign against British towns and cities during the Second World War in 1940 and 1941.</p> <p>blitzkrieg - A fast, aggressive attack on a town or city, usually involving bombing raids before invasion by land or sea.</p> <p>Central Powers - A group of countries that formed an alliance during the First World War. The Central Powers were Germany, Austria-Hungary and the Ottoman Empire.</p> <p>civilian - A person not in the armed services or the police force.</p> <p>colony - A nation controlled by another country.</p> <p>conflict - A prolonged armed struggle.</p>	<p>Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.</p> <p>The Axis Powers were led by Germany's Adolf Hitler. The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill.</p> <p>Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign.</p> <p>The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.</p> <p>The Battle of Britain was a major air campaign fought over southern Britain in 1940. Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.</p> <p>Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism. Anne Frank wrote a diary, which her father published after her death.</p> <p>People in Britain celebrated VE day on 8th May 1945. The Second</p>	<p>The dates and causes of the Second World War.</p> <p>Some of these causes linked back to the First World War, especially the Treaty of Versailles.</p> <p>Who the allied and axis powers were and their leaders.</p> <p>How preparations were made for war on the Home Front. Why some of these preparations were made.</p> <p>What the Battle of Britain was and the impact that it had on the course of the war.</p> <p>Who Anne Frank was and her significance in history.</p>	<p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Similarity and Difference</p> <p>Explain interconnections between two or more areas of the world.</p> <p>Evidence and Interpretation</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Ask perceptive questions to evaluate an artefact or historical source.</p>
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<p>D-Day - 6th June 1944 during the Second World War, when Allied forces invaded northern France by landing on beaches in Normandy.</p> <p>defence - The action of defending from or resisting attack.</p> <p>dictator - A ruler with total power over a country.</p> <p>evacuation - The relocation of children out of British towns and cities to safer areas in the countryside.</p> <p>expansionism - A policy of increasing a country's size by expanding its territory.</p> <p>fascism - A set of political beliefs based on a powerful leader, state control, powerful armed forces and no political opposition.</p> <p>home front - The people who stay in their own country during a foreign war and take part in activities to support the war effort.</p> <p>imperialism -The desire to conquer and colonise other countries.</p> <p>invasion - An instance of invading a country or region with an armed force.</p>	<p>World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.</p> <p>On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation.</p>	<p>How World War Two ended and the fact that it ended at different times in different areas of the world.</p> <p>The role of the atomic bomb in the end of the war.</p> <p>What D-Day was and its significance in the course of the war.</p>	<p>Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p>Ask perceptive questions to evaluate an artefact or historical source.</p>
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<p>liberate - To set someone free from imprisonment, slavery or oppression.</p> <p>Luftwaffe - The German air force.</p> <p>militarism - The belief that it is necessary to build up and use strong armed forces to gain power, money and land.</p> <p>munitions - Military weapons, such as guns and bombs.</p> <p>nationalism - A great love of your own country, often resulting in the belief that your country is better than any other.</p> <p>Nazi Party - A political organisation that ruled Germany from 1933 until 1945.</p> <p>occupation - An event where an army or group takes control of a place.</p> <p>operation - The coordinated military actions in response to a situation.</p> <p>patriotism - A love and pride for your country and the desire to defend it.</p> <p>propaganda - The spreading of information only giving one side of an argument with the intention of influencing people's opinions.</p>			
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<p>radar - A device that uses radio waves to determine the direction, distance and speed of aircraft and ships.</p> <p>rationing - A system of limiting the amount of something each person is allowed to have.</p> <p>reparation - Payment made by a defeated country after a war to pay for damages it caused to another country.</p> <p>Second World War - An international conflict from 1939 to 1945.</p> <p>Treaty of Versailles - The peace agreement that ended the First World War.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 6

Term: Spring 2 and Summer



Unit: Maafa



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>abolitionist - A person who fights to ban something, such as slavery.</p> <p>auction - A public sale, where goods are sold to the person who bids the most money.</p> <p>chattel slavery - A form of enslavement, where people are kept as another person's property and are treated very badly.</p> <p>colonisation - The act of sending people to live in, govern and control another country and its indigenous people, forming a colony.</p> <p>emancipation - To be set free from legal, social or political restrictions, such as slavery.</p> <p>enslavement - To have one's freedom taken away and to be forced to work for no money.</p> <p>indigenous - To naturally exist in a country or area, rather than arriving from somewhere else.</p>	<p>Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies</p> <p>Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.</p> <p>Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this.</p> <p>Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</p> <p>The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers</p>	<p>To know that Britain and its people benefitted from slavery.</p> <p>That the abolition of the slave trade in 1807 was the result of approximately 100 years' worth of protests, campaigns, rebellions and petitions.</p> <p>The abolition of slavery, did not result in all slaves being free</p> <p>That European countries colonised Africa to gain access to its natural resources, such as gold, ivory and diamonds.</p> <p>That black people from territories in the British Empire have positively impacted Britain and British society, even though they suffered from racial discrimination.</p> <p>The impact and legacy of the race relations act on British Society.</p> <p>The inequalities that black people can face in the UK.</p>	<p>Cause and Consequence</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>Change and Continuity</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>

<p>Maafa - A Swahili word meaning 'great catastrophe'. The name Maafa is used to describe the African Holocaust and the history and effects of the transatlantic slave trade.</p> <p>plantation - A large estate where crops, such as sugar cane or tobacco, are grown.</p> <p>West Indies - A group of islands surrounded by the North Atlantic Ocean and the Caribbean Sea. More commonly known as the Caribbean.</p>	<p>discrimination against race, gender, disability, sexual orientation and religion.</p> <p>Historical sources can contain bias due to their historical context or the creator's background.</p> <p>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</p>	<p>What discrimination, teasing, prejudice and bullying are.</p> <p>Significant black Britains and their impact on British society.</p> <p>What primary and secondary sources are.</p> <p>How historians use sources and that sources can be biased due to their historical context or the creator's background.</p>	<p>Significance</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Examine the decisions made by significant historical individuals,</p> <p>Similarity and Difference</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society</p> <p>Evidence and Interpretation</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
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