

Year 6 Medium Term Plan

Key Learning in History

Autumn: How did World War 2 impact our local area?

1. To learn why World War Two started and which countries were involved
2. To find out why children were evacuated and where they were sent
3. To find out how much people got to eat during WW2 and if they were able to eat a balanced diet
4. To find out what happened in Hamburg (1943) and Hiroshima (1945), and compare that to what happened in Coventry on 14th November 1940
5. To discover what impact the military had in the local area
6. To collect and present all that has been learned about WW2 in the local area in an engaging, informative way

Cross curricular links:

English: speaking, researching information in books and online, communicating findings, and expressing opinions (Lessons 2–5)

Computing: researching online and keeping safe (Lessons 1–5)

Design & technology: designing and presenting an exhibition (Lesson 6); researching and cooking wartime recipes, learning about nutrition (Lesson 3)

Geography: map skills, knowledge of cities, mountains, places and countries (Lessons 1, 4 and 5).

Historical skills

research, select, organise and communicate findings • develop a chronological understanding of World War Two • devise historically valid questions about World War Two • understand how knowledge of the past is constructed from a range of sources • recognise the strengths and limitations of local history as a way of telling the story of World War Two.

Potential education visits

Key Learning in History

Spring: Why should we thank the Ancient Greeks?

1. To understand why and how Ancient Greece became so important
2. To understand the range of ways that the Greeks improved the quality of their lives
3. To compare the lives led by the Spartans and Athenians
4. To understand some of the major achievements made by the Ancient Greeks
5. To understand how the success of Ancient Greek fighting contributed to their achievements
6. Plan and present an Ancient Greek Activity Fair for visitors

Cross curricular links:

English: reading for information and research (Lessons 3, 4, 5); annotating and taking notes (Lessons 2, 5); expressing opinions (Lessons 2-5); writing different text types (Lessons 1-5); creating presentations and considering their audience (Lesson 2); creating an oral presentation (Lesson 6); explaining and justifying ideas (Lessons 1, 3-5)

Maths: learning about dates, timelines, calculations, Greek mathematicians and theorems (Lesson 4)

Science: studying the relationships with environment and changes over time (Lessons 1, 3); learning about classification (Lesson 4); learning about famous Greek scientists (Lesson 4)

Computing: researching online, animation and safe use (Lessons 1-5)

Geography: finding out why settlements were created (Lessons 1, 3); learning about physical characteristics (Lesson 1); using maps (Lesson 1); learning about land use, trade, natural resources (Lesson 1)

Music: learning about ancient instruments (Lesson 6)

Physical education: learning about the benefits of sports (Lesson 2); finding out about the Olympic Games (Lessons 2, 6).

Historical skills

investigate open and closed questions about Ancient Greek life and society • pose their own questions relevant to an enquiry • know where to locate suitable information and ideas • make inferences and deductions • recognise different viewpoints and interpretations • compare and contrast information • explain causes and effects.

Potential education visits

Key Learning in History

Summer: How has communication changed over time?

1. To explore ancient cave paintings, and use these paintings as evidence to reach conclusions
2. To discover how books were made in the period before the 1400s and to find out who owned books during medieval times
3. To research the invention of the Printing Press and explore its impact
4. To explore the world of mass newspapers in Victorian times
5. To explore the world of modern technology, and explore the impact of this technology
6. To use a mode of communication to share what they have learned about the history of communication

Cross curricular links:

English: writing for an intended audience (Lessons 2, 6) Science: investigating how things work (Lessons 3, 4, 5)

Art & design: exploring different techniques of drawing and painting (Lessons 1, 2) Computing: finding out about the World Wide Web and its impact today (Lesson 5)

Design & technology: carrying out research to learn about inventions and their impact (Lessons 5, 6).

Historical skills:

create a 'bigger picture' of history – seeing how things fit together over a long time span • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections • reach conclusions based on the evidence • decide how to present findings effectively

Potential education visits

Key vocabulary

Artefact: an object left as evidence of life in an earlier time.
Conscientious objector: someone who refuses to fight in a war
Conscription: being made to join the armed forces to fight in a war
Evacuation: when children leave an area that might be dangerous and go somewhere safer to live
Rationing: when people are only allowed to buy a fixed amount of certain foods
Total war: everyone is involved in the war, not just fighters
U-boat: German submarine

Key vocabulary

Acropolis: an ancient citadel usually on a hill
Comedy, satire, tragedy: types of theatre plays
Corinthian, Doric and Ionic: types of architecture
Democracy: ruled by the people • Dictatorship: ruled by one person
Hellenistic: the period of history dominated by Macedonia, of which the most famous ruler was Alexander the Great
Hoplite: the main type of soldier who fought on foot in Ancient Greece
Olympic Games: a games event that brings people from different city states together in peace for sports
Pankration: a vicious sport played in Ancient Greece
Spartans: tough warriors living in Greek city of Sparta
Triremes: a Greek warship
Tyrants: people who seized control of a place and ruled as they wished

Key vocabulary

Beacon: a signal light for sending messages, often on high ground so it can be clearly seen
Illuminated letter: an illustrated image or letter to start a paragraph or page in a medieval book
Millennium: the start of a new 1,000 year period of history, e.g. the year 2000
Oral tradition: remembering things by telling stories, not writing them down
Replica: a copy of an original
Printing press: a machine for making books mechanically
Psalter: a medieval prayer book
Saga: a Viking story
Social media: websites and applications such as Facebook or Twitter that allow people to share content with many people
Texting: a way of sending a message by phone
Tweeting: posting a message on a social media site
World Wide Web: all of the websites that are linked together on the internet.

ASSESSMENT

All children can:

Understand what it was like during WW2
Look at evidence and reach a conclusion
Contribute to an exhibition on WW2.

Most children can:

Understand that war affected different people in different ways
Use evidence to reach their own conclusion
Select evidence that supports their view of how the war affected the local area.

Some children can:

Realise our ideas of the war depend on what evidence we use
Select the evidence they want to use to reach a conclusion
Realise that the impact of the war in their local area may not be the same as in other areas.

ASSESSMENT

All children can:

Identify some achievements of the Ancient Greeks
Outline some aspects of life in Ancient Greece
Understand some of the evidence available to reconstruct the history of Ancient Greece.

Most children can:

Identify examples of achievements of the Ancient Greeks
Describe aspects of Greek life among several groups
Use sources to draw conclusions about Ancient Greece.

Some children can:

Critically evaluate the legacy of the Ancient Greeks
Explain variations in Greek life in different places and over time
Use a range of sources to construct historical accounts of Ancient Greece.

ASSESSMENT

All children can:

Tell that the ways we communicate have changed over time
Arrange these changes in sequence
Decide whether one change in how we communicate is more important than others.

Most children can:

Decide that some changes in how we communicate have more of an impact than others
Realise how some changes build on previous changes
Explain why they think one change is more important than others.

Some children can:

Reach a judgement as to 'how far?' a communication reaches
Realise changes in how we communicate can have negative as well as positive impacts
Appreciate that there are several different answers to the question 'What was the most important change over 10,000 years?'