

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 6

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>
Enquiry Questions		
<p>Which of these queens do you believe made the correct decision to cooperate or rebel against them? Why is your choice the best? What advantages does it bring? What are the advantages of the alternative choices? Which Queen was the bravest? What are the similarities and differences between Boudicca and Cartimandua? How can we link Ingleborough hill fort, Cartimandua and Bouddicca together?</p>		<p>What was it like to have lived through World War 2?</p>
Outcomes		
<p>A class debate to argue the question. Written argument to answer the question. Guidebook?</p>		<p>Read and summarise a first-hand account of the Dunkirk evacuation. Invent codenames and codes and hide them in everyday items (pens, soap, toothpaste tubes). To make a peace dove as part of a class reflection. Plan a street party in the style of those that took place on VE Day, using bunting, food from 1940s recipes, music and tea dancing.</p>
Linked Texts		
<p>Descriptions of Boudicca by Tacitus Queen of Darkness by Tony Bradbury</p>		<p>Goodnight Mr Tom Carries War</p>
Linked Experiences		
<p>Educational visit to Ingleborough with previous links of architecture from other years of history at PBR.</p>		<p>Lotherton Hall – evacuation Eden Camp</p>
Overview		
<p>In this overview study of Cartimandua, Ingleborough Hill Fort and Boudicca, the children will gain first hand experiences of the Ingleborough hill fort through their educational visit. The children will gain understanding of the similarities and differences between Cartimandua and Boudicca and be able to make links between all three elements to this study. The children will gain knowledge of significant individuals and understand more about their lives. Within this topic they will also</p>		<p>Understand what events led to the outbreak of WW2. Introduce the historic events that led to the outbreak of the Second World War. Place events on a timeline that will grow throughout the topic and build understanding of the chronology of the war. Look at and experience through role play the early events of the war from a child's perspective. Find out when Britain and France declared war on Germany.</p>

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<p>focus on changing power of monarchs and the effects that occur from these.</p>		<p>Explore some of the factors that led to war with Germany.</p> <p>Begin to construct a timeline to help understand the chronology of World War 2.</p> <p>To know about an 'appeasement'.</p> <p>Discover how Neville Chamberlain tried to respond to Hitler.</p> <p>Explore arguments for and against appeasement.</p> <p>Continue to explore the 'narrative' of the events that led to the start of World War 2.</p> <p>To know about Winston Churchill and why we remember him.</p> <p>Continue to build understanding of the interwoven events that led to the start of World War 2.</p> <p>Discuss the significance of various dates and events in the build-up to the war.</p> <p>Learn about the events of the Dunkirk evacuation.</p> <p>Discover how Churchill used these events to influence public opinion.</p> <p>Consider the significance of different parts of the story of the Dunkirk evacuation.</p> <p>To know about the 'Battle of Britain'.</p> <p>Discover more about - and some of the reasons for Britain's success - in the Battle of Britain.</p> <p>Find out how Churchill used events to influence public opinion.</p> <p>Research information about aspects of the Battle of Britain.</p> <p>To know about 'The Blitz'. Learn about key events and features of the Blitz. Read about and discuss the impact of the Blitz on different cities. Read and discuss a first-hand account of the Blitz.</p> <p>To understand how World War Two affect children in Britain. Learn more about evacuations. Read and discuss different sources of information. Discuss the effects of the Second World War on children in Britain.</p> <p>To find out what gives us a true picture of life for children in the war. Know more about children's experience in World War 2 by reading and discussing different sources of information.</p>
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		<p>To find out if all men and all women do the same things in the war - research different occupations from World War 2 and know more about the diverse experience of men and women.</p> <p>To find out about how the war changed food. Learn about rationing. Learn about the Dig for Victory campaign. Compare reasons given for growing own food in the past and nowadays. Read about and discuss other changes to food.</p> <p>To learn how was clothing affected by World War II- know more about clothing in World War 2. Make thoughtful selections of historical information.</p> <p>To learn about propaganda.</p> <p>To learn about Anne Frank and her diary (to use different sources of evidence). What can one girl's diary tell us about historical events? Meet Anne' and learn about her life through videos, pictures, and her diary.</p> <p>Research the events leading up to, and involved in, the D-Day landings. Understand the role that the French Resistance and espionage played in sabotaging German plans, researching the role of women in the Resistance (especially Nancy Wake, aka 'The White Mouse').</p> <p>To understand the events leading to the end of the war, the surrender of countries, the Battle of Berlin and death of Hitler</p> <p>To understand the concept of a treaty and consider the Paris Peace Treaties of 1947.</p> <p>To become familiar with the location of the surrendering countries and movements of the Allies involved in last part of WW2 by locating them on a map of 1945 Europe.</p> <p>To explore the excitement felt by those in British homes and streets when the end of the war was announced.</p>
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Knowledge and/or Skills Covered		
<p>Regularly ask and answer perceptive questions in historically valid ways.</p> <p>Establish clear narratives within and across periods, and at local, national and world level.</p> <p>Start to use their secure sense of chronology to inform their wider learning.</p> <p>Start to use different levels of precision in dating events, and explain why that may be appropriate.</p> <p>Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</p> <p>Start to understand the idea of 'tertiary' sources.</p> <p>Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</p> <p>Start to use quote marks when using sources for evidence.</p> <p>Use historical perspective, an understanding of reliability/ bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.</p>		<p>Regularly ask and answer perceptive questions in historically valid ways.</p> <p>Establish clear narratives within and across periods, and at local, national and world level.</p> <p>Start to use their secure sense of chronology to inform their wider learning.</p> <p>Start to use different levels of precision in dating events, and explain why that may be appropriate.</p> <p>Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</p> <p>Start to understand the idea of 'tertiary' sources.</p> <p>Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</p> <p>Start to use quote marks when using sources for evidence.</p> <p>Use historical perspective, an understanding of reliability/ bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.</p>
National Curriculum Attainment Targets		
<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Examples (non-statutory)</p> <p>the changing power of monarchs using case studies such as John, Anne and Victoria.</p> <p>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.</p> <p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>		<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <p>the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>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</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>
Important Vocabulary		
<p>Economy,</p>		<p>economy</p>

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revenue, civic, succumb, persecute, demographic, hierarchy, doctrine, stance, Boudicca, Cartimandua, attribute, queen, controversy, prejudice robust, authentic, plausible, appropriate, analyse, corroborate, discern, paraphrase, epitomise, characterise, extrapolate, bias, tertiary, monarch.		revenue civic succumb persecute demographic hierarchy doctrine stance attribute controversy prejudice robust authentic plausible appropriate analyse corroborate discern paraphrase epitomise characterise extrapolate bias tertiary
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<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Enquiry Questions		
World War 2 continued...	Why was this time called 'The Golden Age of Islam'?	Continued...
Outcomes		
	Freeze-framing scenes from Baghdad. Written summary of the fall of Baghdad.	
Linked Texts		
	The History Detective Investigates – Early Islamic Civilisation by Claudia Martin Daily Life in the Early Islamic Civilisation by Don Nardo The Golden Horsemen of Baghdad by Saviour Pirota Illustrated Arabian Nights by Anna Milbourne.	
Linked Experiences		
Overview		
	<p>(Hamilton Trust good for planning and resources)</p> <p>The period known as Early Islamic History runs concurrently with a range of civilizations studied throughout KS2. It's important to make the chronological and geographical links between the Saxons and Vikings, especially to promote contact through peaceful trade.</p> <p>Introduce the chronological overview for the period of Early Islamic history.</p> <p>Make chronological comparisons with other periods that have been studied.</p> <p>Children map out a scaled timeline using border paper (50cm = 1 century). Using this scale, place key dates onto the timeline and explore the differing duration and intervals between events. Use other coloured border paper to add in the timelines of civilizations studied to draw comparisons and establish if they'd have had contact.</p> <p>To learn about the life of Muhammad (the founder of Islam) using a wide range of sources.</p> <p>Select and summarise key events of the life of Muhammad.</p>	<p>After the death of Muhammad, Arab leaders were called caliphs.</p> <p>Caliphs built and established Baghdad as the hub of the Abbasid Caliphate.</p> <p>Baghdad was centrally located between Europe and Asia and was an important area for trade and exchanges of ideas.</p> <p>Scholars living in Baghdad translated Greek texts and made scientific discoveries—which is why this era, from the seventh to thirteenth centuries CE, is named the Golden Age of Islam.</p> <p>Why is it important that we learn about Islamic civilisations of the 10th century? (explore and interpret a range of historical sources drawing on conclusions)</p>

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	<p>To know how the Islamic civilisation began. Understand why Islam spread so far and so quickly. Understand how goods and ideas moved around the early Islamic Civilisation. Discuss 'The Silk Road'. Explore some of the goods traded along the silk road. Learn about the 'trade' in ideas and how this was affected by the silk road. Understand what was life like on the silk road- Investigate the people who travelled the silk road, caravans, physical geography, and hazards. To learn about Baghdad - What does Al-Mansur's city tell us about him as a ruler? Discuss what we can learn about Al-Mansur from the city that he built. To learn about everyday life in Baghdad 900 CE. To know how to find out about life in Baghdad using a range of sources of historical evidence relating to ancient Baghdad, evaluating their usefulness and reliability. What can we learn about Islamic civilisations from studying Baghdad? (significance eg House of Wisdom) How did Islamic civilisations become so successful? Which of the early Islamic achievements have influenced our lives most today? To place historical periods on a timeline, noting connections with other historical periods studied. To make notes about Anglo-Saxon life and compare with what we have learned about life in Baghdad c.900 CE. Make a comparison between Anglo-Saxon England and Golden Age Baghdad- How did life in the Golden Age of Baghdad compare to life in the Dark Age of Anglo-Saxon England? To discuss and evaluate a range of sources about the fall of Baghdad- examine a range of sources of historical evidence relating to the fall of Baghdad, evaluating their usefulness and reliability. To know about the foundation of Cordoba. To learn about the mosque at Cordoba- What was so special about the mosque at Cordoba?</p>	
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	<p>To learn about a scholar from Cordoba- Why is Al-Zahrawi still remembered today?</p> <p>To learn about the surgeon, Al-Zahrawi.</p> <p>To begin to compare Baghdad and Cordoba.</p>	
Knowledge and/or Skills Covered		
	<p>Establish clear narratives within and across periods, and at local, national and world level.</p> <p>Start to use their secure sense of chronology to inform their wider learning (into KS3).</p> <p>Start to use different levels of precision in dating events, and explain why that may be appropriate.</p> <p>Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</p> <p>Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</p>	
National Curriculum Attainment Targets		
	<p>Pupils should be taught about a non-European society that provides contrasts with British history-one study chosen from:</p> <p>early Islamic civilisation, including a study of Baghdad c. AD 900;</p> <p>Mayan civilisation c. AD 900;</p> <p>Benin (West Africa) c. AD 900-1300.</p>	
Important Vocabulary		
	<p>Abbasid Caliphate</p> <p>Caliph</p> <p>Dinar</p> <p>Hadith</p> <p>Hajj</p> <p>Imam</p> <p>Qur'an</p> <p>Calligraphy</p> <p>Mecca</p> <p>House of Wisdom</p>	

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	Mongols Crusades Sultan Scholar Bazaar Mosque Caravan Tolerance Baghdad Algebra economy revenue civic succumb persecute demographic hierarchy doctrine stance attribute controversy prejudice robust authentic plausible appropriate analyse corroborate discern paraphrase epitomise characterise extrapolate bias tertiary	
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