Year 6 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		How did the lives of people change as a result of WW2? Conflict Wealth and Poverty Government Empire Progress		Were the Maya the Greeks of the modern world? Civilisation Government Religion	

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Year 6 History Medium Term Plan

Term 3 and 4 How did the lives of people change as a result of WW2?				
National Curriculum Links	**Disciplinary Knowledge**	**Substantive Knowledge**	**Key Vocabulary**	
• Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Evacuation of children during the Second World War • Creating timelines of significant events • Describing the impact of a period of history on contemporary society • Selecting, organising, summarising and presenting relevant information, from a wide range of sources, in the most effective way for a given purpose • Making connections, drawing contrasts and identifying trends in two or more periods of history, to improve historical perspective – compare WW2 to more recent wars	I can place events on a timeline I can understand and explain the diverse experiences of past societies. I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. I can select the most appropriate sources of evidence. I can analyse historical events including the reasons for and the results of. I can examine causes and results of great events and the impact it had on people.	Conflict I can understand key events during World War 2. I can understand how the world changed as a result of WW2. I can understand the key events in the Battle of Britain Wealth and Poverty I can understand the different experiences of people during WW2 based on their wealth. Government I can understand the role of the government during WW2. Empire I can understand how the British Empire was key in the outcome of WW2. Progress I can understand how key advances in detection technology changed the course of the war.	air raid air raid drill air raid shelter allotment blackout Blitz civilians Civil Defence gas mask Adolph Hitler siren telegram Chronology Short- and long term timescales, Difference and significance, Trends Historical enquiry Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda	Allies Axis Powers British Empire Commonwealth D-Day Forces Nazi prime minister prisoners of war propaganda United Nations liberate occupied Chronology Short- and long term timescales, Difference and significance, Trends
Pupil Offer		**Famous People**		
Wartime cookery (as part of DT)		Neville Chamberlain, Winston Churchill, Adolf Hitler		

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Lesson Overview including	**Retrieval: Conflict- what other conflicts have we studied?**Understand	**Retrieval: Government- what is the job of government? Wealth**	Explore the role of the government during WW2, Discuss how the British government	Compare WW2 with a more recent conflict, Compare and contrast WW2 with the war in	Investigate local history: Maidstone during WW2, Explore how WW2 affected	**Empire-when did the British empire begin and which countries were involved**	Study advances in technology during WW2, Learn about radar, code-breaking,	Assess the socioeconomic impacts of WW2 on contemporary society,

Substantive knowledge	the timeline of WW2 events, Introduction to WW2 timeline focusing on major events including the Battle of Britain and D-Day. **Conflict**	**and poverty- how did the lives of the Victorians differ based on their wealth** Analyse the evacuation of children, Study the process and impact of child evacuation, using primary sources like photos and letters. **Wealth and Poverty** **Government**	functioned during the war, including civil defence and propaganda. **Wealth and Poverty** **Government**	Ukraine, focusing on technological advancements and warfare tactics. **Conflict** **Government**	Maidstone, including air raids and local civil defence measures. **Conflict**	Examine international relations and the role of the Empire, Discuss the role of the British Empire and Allied Powers in the outcome of the war. **Empire**	and other technologies that influenced the war. **Conflict**	Conclude with a discussion on how WW2 has shaped today's societal structures, including United Nations. **Conflict** **Wealth and Poverty** **Government**
Organisation & Communication	Create a timeline Written explanation of how WW2 started	To conclude the lesson, students will individually write a short reflection on what they learned and one question they still have about the evacuation.	After exploring each station, groups will be tasked with creating a summary poster that answers the question: "How did the government influence British life during WWII?"	Presentation: After the research time, each group will present their findings to the class, justifying their comparisons using evidence from their inquiries.	Reflective Writing: students to write a diary entry from the perspective of a child living in Maidstone during WW2, integrating facts from their research. This exercise will help them synthesise information and empathise with historical figures.	Group research task	Group research task	Write a brief reflection on what they learned today regarding either the impact of WWII on society or on a specific socioeconomic change.
Reading & Maths Opportunities	Information text about how war started.	Evacuee recounts.			Historical sources information sheet			

Term 5 Were the Maya the Greeks of the modern world?			
National Curriculum Links	**Disciplinary Knowledge**	**Substantive Knowledge**	**Key Vocabulary**
HISTORY • A study of Greek life and achievements and their influence on the western world (year 5 retrieval) • a non-European society that provides contrasts with British history Mayan civilization c. AD 900 **GEOGRAPHY** • locate the world's countries, using maps	I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer. I can plan and present a self-directed project.	Civilisation I understand key features of the Maya civilisation. Government I understand the role of democracy in the Maya civilisation. Religion I understand the religious beliefs of the Maya.	Monument, Temple, Jungle Pyramid, Codices Priest Warrior Astronomy Calendar Stelae Hieroglyphs Corn Cacao beans Conflict Chronology Short- and long term timescales,

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			Difference and significance, Trends Historical enquiry Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect

Pupil Offer	Famous People
Self-directed project	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	Retrieval: What do you know about the Ancient Greeks (year 5)? Think about civilisation, government and religion. Understand key features of the Maya civilisation, Introduction to the Maya civilisation, Key features of Maya society, including their cities, social structure, and main achievements. **Civilisation** **Government** **Religion**	Investigate the role of democracy in Maya civilisation, Comparing Maya governance with ancient Greek democracy, Understanding the political structures of the Maya and how they compare to democratic principles. **Civilisation** **Government** **Religion**	Explore the religious beliefs and practices of the Maya, Detailed examination of Maya religious life, Insights into Maya religious ceremonies, gods, and the role of priests and temples. **Civilisation** **Government** **Religion**	Conduct historical enquiry into Maya advancements, Students conduct research on Maya science and technology, Discoveries about Maya calendar, astronomy, and writing systems. **Civilisation** **Government** **Religion**	Present findings on whether the Maya were the Greeks of the modern world, Students prepare and present a project, Ability to argue and support a thesis about the Maya's influence on modern civilisation. **Civilisation** **Government** **Religion**
Organisation & Communication	Each group will create a poster or digital presentation to showcase their findings.	Group Research Activity: "The Role of Assemblies"	Students will work in groups to create a 'Mayan God and Practice' poster based on the provided resources and texts about different aspects of Maya religion.	Present findings from enquiry	Group 1: Government systems Group 2: Scientific advancements Group 3: Artistic achievements Group 4: Daily life
Reading & Maths Opportunities	Books, articles, digital content		Maya text books		

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