

Year 6 History LTP	Curriculum Driving Concepts		
	Typical Everyday Life, Legendary Leaders, Civilizations, Laws and Leadership, Religion, Invasion		
	Autumn	Spring	Summer
Values	Friendship and love Explore the impact of a world without tolerance, acceptance and love. How could we learn from this to resolve our own conflicts?	Respect and responsibility Explore the achievements of early Islamic civilisation. Know that we, as children of God, have the ability to respect and celebrate the achievements of others?	Perseverance and hope Consider the challenges faced by brave individuals and how persevering and having hope enabled great changes to be made.
Unit of work	World War II What can we learn from WW2 and why should we remember those affected?	Early Islam Which of the early Islamic achievements has most effect on our lives today?	Legendary Leaders What qualities make a great leader?
Link to programme of study	-a significant turning point in British history	- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad	- a significant turning point in history
What we need to know Red Hill Riches	<p>WWII lasted from 1939-1945.</p> <p>The German people elected Adolf Hitler Chancellor of Germany in 1933. He financed an army and passed laws against Jews.</p> <p>The British Prime Ministers were Neville Chamberlain and Winston Churchill.</p> <p>World War Two was a global conflict that involved most of the world's countries. These countries formed two opposing military alliances, which fought against each other throughout the war. These alliances were known as the Allies and the Axis powers.</p> <p>The Blitz meant people had to use air raid shelters and evacuate the cities</p> <p>Propaganda was used by the Government to persuade people to think and act in a certain way</p> <p>VE day (8th May 1945) and VJ day (15th Aug 1945) marked the end of WW2</p>	<p>Baghdad was the world's largest city in 900AD</p> <p>Baghdad was situated close to a river, it was the centre of the world's great trade routes.</p> <p>The city was completely round with the important things in the middle.</p> <p>The House of Wisdom in Baghdad contained wonderful libraries which preserved knowledge from ancient Greek and Roman times what would otherwise have been lost. It contained the largest collection of books in the world</p> <p>Developments in Baghdad outstripped those of anywhere else in the world. There was free education, free health care, public baths, paved streets, litter collection and sewage systems.</p> <p>Baghdad was a great city where really important developments took place in Mathematics and Science. It was on the Silk Road so was a centre for trade, and attractive because of its water supply and fertile soil.</p>	<p>The Suffragists campaigned for votes for women legally</p> <p>Emmeline Pankhurst led a group known as the Suffragettes who organised demonstrations and protested by damaging buildings and chaining themselves to railings.</p> <p>On 1 December 1955, Rosa Parks refused to give up her seat on the bus for a white passenger</p> <p>Rosa Parks actions helped change racial segregation laws</p> <p>Malala Yousafzai, aged 15, was shot by a Taliban supporter for speaking out about education rights.</p> <p>Malala became the youngest recipient of the Nobel Peace Prize. In 2020 she graduated from Oxford University.</p>
Cross curricular opportunities	Explanation text: How WW2 started	You are a Saxon visitor to Baghdad. Write a letter home to express your astonishment of their achievements and advancements.	Use 'I have a dream' speech, Martin Luther King, to write their own based on a change they would like to see in the world. OR A persuasive speech, highlighting why your chosen 'legendary leader' had the most positive impact.
Links to prior knowledge (footprints)	Children will have an understanding of invasion and battles for power between individuals, having studied this through: Romans Anglo Saxons Vikings Queen Elizabeth I Civil War	Previous knowledge of everyday life in Anglo Saxon Britain. Locating periods of history on a timeline.	Studies of leaders/dictators (positive and negative) from previous years such as Charles I, Queen Elizabeth I, Hitler
Vocabulary	Invasion Treaty of Versailles Alliance Conflict Resolution Nazi Jewish Prejudice	Trade Supply Developments Caliph Legacy Innovations Advancements	Democracy Suffragette Segregation Unconstitutional Election Campaign Protest
Excellence Enjoyment Everyone Everything	<p>Excellence – Achieve excellence for our society by knowing how countries came together to try and ensure this event must never happen again</p> <p>Enjoyment – Visit to Imperial War Museum or RAF Cosford to explore artefacts and secondary sources first hand. Recreate evacuation scenes to empathise with child at the time.</p> <p>Everyone – Take the lead in a whole school Remembrance service</p> <p>Everything – Know the impact of this event on the whole world and consider how legalisation has been put in place to prevent this for the future.</p>	<p>Excellence – Understand the excellence of leaders during early Islam and the how we can prioritise education to further ourselves to achieve our full potential.</p> <p>Enjoyment – Share experiences of Islamic life today from first hand accounts within our school and celebrate the similarities and differences between cultures throughout history and today.</p> <p>Everyone – Consider the positive impact these legacies have on us all. Consider how some developments make a significant and positive difference to others.</p> <p>Everything–Know that early Islam innovated design for their cities which superseded those elsewhere in the world.</p>	<p>Excellence – how making a stand for what is right can benefit the lives of others. Understand that each of us can achieve excellence and make a difference, no matter who we are.</p> <p>Enjoyment – Deliver a presentation to others on the leader who inspires them the most.</p> <p>Everyone – explore how everyone should be treated with fairness. Throughout history this has not always been the case but we strive for equality in the future.</p> <p>Everything–Know that people throughout the past and today continue to lead us to a better future.</p>

<p>Disciplinary Knowledge</p>	<p>Sources and evidence</p> <ul style="list-style-type: none"> To know that people (now and in past) can represent events or ideas in ways that persuade others. To know that people's opinions can shape their view of a historical event. To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion. To be able to use evidence confidently to justify their opinions. <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to discuss how the royal Navy developed during the Tudor period. <p>Cause and consequence</p> <ul style="list-style-type: none"> To be able to give thoughtful suggestions on causes and consequences of developing the Tudor navy and explorers. <p>Historical significance</p> <ul style="list-style-type: none"> With growing confidence link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use timelines to place the key events in history. To be able to describe events using words and phrases such as dates, time periods, era, chronology and change 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To start to know what type of sources will be available for different time periods. With support, to begin to know the difference between primary and secondary sources. To know that there may be different interpretations of the same event/time period. To know that as more evidence about a period is found historians interpretations of that period might change. To be able to use different interpretations to gain a wider picture of key people and time periods. To be able to identify what things we still have from the Ancient Greeks today. To be able to compare what things continued to be the same between periods. To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify what things we still have from the Ancient Greeks today. To be able to compare how things changed during this time periods. <p>Cause and consequence</p> <ul style="list-style-type: none"> To investigate why groups of civilisations moved to different areas and the impact they had on them. <p>Historical significance</p> <ul style="list-style-type: none"> To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use a class timeline to locate and plot periods in time. To explore what is meant by 'ancient' and 'modern' in depth and explore the difference. To know when to use BC and AD. To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To know that people's opinions can shape their view of a historical event. To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion. To be able to use evidence confidently to justify their opinions. <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify the change and continuity within their local area. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To identify similarities and differences between our local area now and in the past. <p>Cause and consequence</p> <ul style="list-style-type: none"> To be able to identify and explain how and why Worcester City has changed <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use timelines to place the key events in history.
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