

## Year 6 History Curriculum 2023-2024

During this academic year (2023-2024) year 6 are finishing their history legacy rolling programme from our time in the Beacon Federation (until 2022).

Examples:

Year 5/6 – London trip:

British museum to explore previous civilisations and ones that are coming up in the summer term. Year 6 are going to explore Benin bronzes in the museum as they are not involved in opening worlds. Year 6 will explore WW2 in the museum which is their history from 1066 topic. In terms of locality, we will touch on Slapton sands Operation Tiger which was a large scale rehearsal for D-Day which took place at Slapton Sands (won't be a school trip due to time challenges however we will draw on some existing knowledge and encourage families to visit it).

**Historical Concepts:** continuity and change, cause and consequence, similarity and difference, and significance

<b>Disciplinary Focus</b>	<b>Subsidiary enquiry questions</b>	<b>Key vocab (not exhaustive)</b>	<b>Historical Contextual Knowledge (When /who/ what/where)</b>	<b>Historical Understanding (How/why)</b>	<b>Historical enquiry and skills</b>	<b>Rationale</b>
<p><b>Benin</b></p> <p><i>What made Benin and powerful and sophisticated civilisation?</i></p>	<ol style="list-style-type: none"> <li>1. Where was the Kingdom of Benin?</li> <li>2. How was the Kingdom of Benin established?</li> <li>3. What did people believe in the Kingdom of Benin?</li> <li>4. What was life like in Benin?</li> <li>5. What made Benin a powerful and sophisticated civilisation?</li> <li>6. Why are the Benin Bronzes in the British museum?</li> </ol>	<p>Civilisation, Oba, Copper manilla, cowrie shells, polytheism, guilds, artefacts, Benin Bronzes, Empire.</p>	<p><b>Where</b> was the Kingdom of Benin?</p> <p><b>What</b> did people believe in the Kingdom of Benin?</p> <p><b>What</b> was life like in Benin?</p> <p><b>What</b> is the title of the king in Benin?</p> <p><b>What</b> was the name of the Oba who took over Benin in 1170?</p> <p><b>What</b> did the people in Benin use for money?</p> <p><b>What</b> made Benin a powerful and sophisticated civilisation?</p>	<p><b>How</b> was the Kingdom of Benin established?</p> <p><b>How</b> do we know about the history of Benin?</p> <p><b>Why</b> are the Benin Bronzes in the British museum?</p>	<p>Gaining familiarity with primary sources –clips, interviews, news report, photos, paintings, maps, aerial satellite photos, pictures, stories.</p> <p>Explore Benin Bronzes in museum</p>	<p>Curriculum compliant – gap for Year 6. As we move from the old curriculum to the new curriculum we have put a new unit in to ensure the children have:</p> <p>A non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.</p> <p>It gave us an opportunity to study an African civilisation and compare it to Europe at the time.</p>

<p><b>Our Island Story: World War 2</b></p> <p><i>What impact did World War II have on Britain?</i></p> <p><b>Disciplinary focus:</b> Cause and consequence</p>	<ol style="list-style-type: none"> <li>1. Was World War II inevitable?</li> <li>2. How did Hitler rise to power?</li> <li>3. What was life like in Nazi Germany?</li> <li>4. How did the Blitz impact Britain and our locality?</li> <li>5. What was the Home Front?</li> <li>6. How did evacuation affect the lives of children?</li> <li>7. How did WW2 change the life of British women?</li> <li>8. Why was Dunkirk so important?</li> <li>9. How did WW2 end?</li> </ol> <p>*These sequential questions do not correspond to a lesson each – some lessons will cover more than one.</p>	<p>Royal Air Force, Royal Navy, Luftwaffe, blitz, USSR, civilians, radar, Herman Goring, spitfire, bomber, battle, war, invasion, axis, allies, empire, commonwealth, territory, government, parliament, Winston Churchill, Adolf Hitler, conscripted, dogfight, commemorate, Home Front, rationing, evacuation, Alessandro Pertini, Franklin D Roosevelt, Joseph Stalin, Benito Mussolini.</p>	<p><b>When</b> was WW2?</p> <p><b>Which</b> countries were predominantly part of WW2?</p> <p><b>What</b> was life like in Nazi Germany?</p> <p><b>What</b> was the Home Front?</p>	<p>Was WW2 inevitable?</p> <p><b>How</b> did Hitler rise to power?</p> <p><b>How</b> did the Blitz impact Britain and our locality?</p> <p><b>How</b> did the evacuation affect the lives of children?</p> <p><b>How</b> did WW2 change the life of British women?</p> <p><b>Why</b> was Dunkirk so important?</p> <p><b>How</b> did WW2 end?</p>	<p>Gaining familiarity with primary sources – clips, interviews, news report, photos, paintings, maps, aerial satellite photos, pictures, stories.</p> <p>Analysing historical statistics – Female roles in the war.</p> <p>Challenging misconceptions – e.g. everyone was negatively impacted by evacuation. War was disastrous for everyone.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Conceptual links – invasion – previously focussed on this when learning about the Roman Empire</p> <p>Prior learning – Remembrance Sunday</p> <p>Prior knowledge of the Blitz- Year 5 trip to The Box.</p>
<p><b>Ancient Greece</b></p> <p><i>What can historians learn from the sources from Ancient Greece?</i></p> <p><b>Disciplinary focus:</b> evidential thinking</p>	<ol style="list-style-type: none"> <li>1. What is democracy and how was democracy introduced in Greece?</li> <li>2. What was the Peloponnesian war?</li> <li>3. What is the Parthenon and where is it?</li> <li>4. What kind of Greek literature was very popular?</li> <li>5. What was the journey of Odysseus?</li> <li>6. What is philosophy and who were the famous Greek philosophers?</li> </ol> <p><b>Synoptic task:</b> How can historians learn about the ancient Greeks' love of stories?</p>	<p>Democracy, citizens, voted, assembly, Pericles, Golden Age, declared, war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy.</p>	<p><b>What</b> is democracy?</p> <p><b>What</b> was the Peloponnesian war?</p> <p><b>What</b> is the Parthenon and where is it?</p> <p><b>What</b> kind of Greek literature was very popular?</p> <p><b>What</b> was the journey of Odysseus?</p> <p><b>What</b> is philosophy?</p>	<p><b>How</b> was democracy introduced in Greece?</p> <p><b>Why</b> did the Greek people like democracy?</p> <p><b>Why</b> would plays be a popular form of literature?</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Discern how arguments and interpretations have been constructed from different sources.</p> <p>Deciphering the meaning of historical words – e.g. demos – people kratos – power – democracy – people power.</p>	<p>Previously learnt about the conflict between the Persian Empire and the Greeks.</p> <p>Already have an awareness of city-states and what a city-state might look like – Persia and Greece topic</p> <p>Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2)</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</p>