

History – Year 6

Content

Big Questions

**Does war force civilisation to develop?
World War Two: Did WW1 Cause WW2?
How did their religion develop their civilisation?**

NC objectives - areas of study	End point of area of study	Vocabulary		
1. WW1 – Commemoration, changes to society (civilisation), the role of women and (local history) tanks 2. WW2 – (local history) Boston in the Blitz, evacuation, propaganda 3. The impact of the Ancient Islamic civilisation on the modern world. 4. Compare aspects of civilisations, beliefs and development in different periods (retrieval previous KS2 learning).	1. Synthesise sources to form conclusions about how war forces civilisations to develop, why commemoration is important, how war causes changes in any society/civilisation (civilisation), understand the roles women took on during the war and local tank production (development). 2. Understand how the local area was impacted by WW2, evacuation and how and why propaganda was used (beliefs and civilisation). 3. Able to compare life in an Ancient Islamic civilisation to other ancient civilisations, explain the advances made (development) and the impact on the wider world by this civilisation, as a result of the beliefs held by the people at the time. 4. Following the concepts children can compare and contrast progress and developments made by ancient civilisations.	Basic	Adventurous	Technical
		Historical: consequence, significant, cause WW1: society, civilisation, trench, waterlogged, prototype, negotiation WW2: agriculture, factors, development, threat, persecute, economy, restrict Ancient Islam: culture, architecture translation, craftsmanship, government, scholar, calligraphy	Historical: modern contemporary impact	WW1: assassination, nationalism, alliances militarism, imperialism, treaty, ammunition WW2: appeasement, propaganda, evacuation, ration book commemoration Ancient Islam: Mesopotamia observatory caliphs, caliphate

Knowledge

Substantive Knowledge

World War 1 – concept **Development** and **civilisation**
How does war force civilisations to develop?
 Lesson 1: **LO: To know that an assassination prompted the first world war**
 Investigate the assassination of Franz Ferdinand (Primary and secondary sources – evaluate using the 3Rs). Know the chain of events that started WW1.
Develop appreciation that some historical enquiries do not have answers.
 Vocabulary – assassination
 Lesson 2: **LO: To understand significant causes of the war**
 Teach significant factors/causes of the war – militarism, nationalism, imperialism and alliances. Define each of these and explore how their impact (they escalated the situation).
 Vocabulary – nationalism, imperialism, militarism and alliances
 Lesson 3: **LO: To know that tanks were developed in Lincolnshire**
 Identify how Lincolnshire contributed to the development of the tank. Know that in 1916, the first prototype tank was produced in the William Foster and Co Ltd factory on Firth Road in Lincoln.
 Vocabulary - prototype
 Lesson 4: **LO: To know that life in the trenches was extremely difficult**
 Use sources (images and stories/film) to find out what life was like in the trenches. Know what a trench is, where they were in France, that soldiers faced constant danger, waterlogged trenches led to trench foot, no hot food/fewer rations as war went on.
Reflect on growing empathy.

Disciplinary Knowledge

Each lesson: Tell chn – we are being Historians now. Plenary: Children to ask how do Historians know what we have just learned? Constant referral back to Historian roles, eg. archaeology and story-telling (creating a narrative from the available evidence). Re World Wars as more recent, written records, video and photos.
Historical concepts to explore through World War 1:
Cause and consequence – cause: assassination of the Archduke, consequence Austria threatening Serbia. Cause: alliances, consequences many countries involved. Cause: war, consequence destruction of empires.
Historical concepts to explore through World War 2:
Similarities and differences – between WW1 and WW2.
Change and continuity – how did daily life change for people, what stayed the same and what changed? What changed during evacuation period, what stayed the same?
Historical concepts to explore through Baghdad (the Ancient Islamic civilisation):
Significance – How significant were the beliefs held at the time in creating the civilisation? What made this time period significant?
Analyse trends – the birth of Islam and changes under different caliphs

Vocabulary – trench, waterlogged

Lesson 5: LO: To understand the impact of the Treaty of Versailles

Evaluate the impact of the Treaty of Versailles. This was negotiated as punishment for Germans as they started the war and included Germany having to pay reparations to the French in particular for all the damage caused. Germany therefore had impossibly high debts to pay.

Vocabulary – treaty, negotiation

Lesson 6: LO: To know about the life of Edith Cavell

Women had to take on all the roles men (who had gone to serve) had left eg. became Land girls, engineers, made ammunition; still had to run homes and look after families. Understand the impact of Edith Cavell (a local person, from Norfolk) – known for saving the lives of injured soldiers on both sides.

Worked as a nurse in Belgium, hid soldiers to protect them. Sentenced to death by the Germans.

Is the way we treat others

Vocabulary – society, ammunition

World War 2 – concept **Development**

Did the end of World War One Cause World War Two?

Lesson 1: LO: To understand the people of Boston's attitude to the outbreak of World War Two. 1918-1939 Explore the enquiry question – in what ways did WW1 cause WW2? Refer to the terms of the Treaty of Versailles. Reflect on the family learned about in Term 2. Share the events from the perspective of British people – nothing happened for months and it was known as the Phoney War.

Vocabulary – phoney, treaty

Lesson 2: LO: To understand the events that led to World War 2

1930s. Understand the term appeasement, and the effect it had as a factor in causing the war. Prime Minister Neville Chamberlain appeased Hitler in the hope of avoiding war, this gave Hitler time to prepare for war. The Nazi party ignored the terms of the Treaty, building up their military and annexing Austria (both things were forbidden), stopped paying reparations. Hitler demanded land back; Britain and France agreed, hoping he would stop asking for more. They did not want to confront Hitler as they were reluctant to go to war again.

To consider beyond – what would have happened if Chamberlain had not appeased Hitler?

Vocabulary - appeasement

Lesson 3: LO: To know how attitudes in Germany led to the rise of the Nazi party.

1918-1939 Explore the enquiry question – in what ways did WW1 cause WW2? Refer to the terms of the Treaty of Versailles. Unaffordable reparations the Germans had to pay (132 billion gold marks (£6.6 billion – roughly equivalent to £284 billion in 2021), demilitarisation and limits on their military, and they had to give back land (lost 13%). Understand how Jewish Germans' lives changed to 1939. Know that the Nazis blamed Jews for Germany's economic weakness and problems and persecuted them. The public wanted someone to blame so allowed this persecution. The Nuremberg laws placed restrictions (such as Jewish children were not allowed to go to school with non-Jews, Jews were not allowed telephones, not allowed pets, had to wear a star so everyone identified them as Jewish) on German Jews. *Discuss and reflect on empathy.*

Vocabulary – persecute, economy, restrict

Chart the Nuremberg Laws

Lesson 4: L.O To understand how the local area contributed to the Second World War.

Know that Lincolnshire was known as Bomber County. Compare the Lancaster's size to the spitfire and understand that Lincolnshire is directly across from Berlin. Know about the dam busters and different aircraft from both sides.

Lesson 5: To understand the evidence of how people of Boston were impacted by World War Two.

1939-1945. *Investigate how the local area was affected by the war.* Boston was a target for bombing because of the port and locality of airfields. Research to find what life was like – rationing, evacuation, shortages and bomb damage.

Vocabulary – bomb, evacuation, rationing

Lesson 6: To understand the term evacuation

Understand evacuation: what it was, why it was necessary, how people reacted (empathise). Children were sent away from cities as these were targeted for bombing, they went to stay with strangers who were prepared to look after them for the duration of the war. *Make connections to local evacuation.*

Vocabulary - evacuation

Lesson 7: LO: To understand the impact of propaganda

Propaganda – the reasons for developing and using it and the impact it had. It was used by all sides to try to persuade the public to believe their version of how the war was going. Both wanted to keep morale up so tried to give the impression they were winning regardless of the real situation. Public support for war is essential as the government represents the people so is held to account.

Vocabulary – propaganda

(additional lesson using Holocaust memorial day live lesson/annual resources)

(Reflect on Holocaust memorial day)

Ancient Islamic civilisation – concepts **civilisation** and **beliefs** and **trade**

How did Islamic beliefs develop Ancient Baghdad's civilisation?

Lesson 1: LO: To know Baghdad was a centre of learning in the Islamic civilisation

Written piece – answer the big question in essay form.

Explain why Baghdad was such an important city in the early Islamic empire (Use a map so chn know where it is. Founded in AD762, Baghdad was centrally located between Europe and Asia and was an important area for trade and exchanges of ideas. The caliph al-Ma'mūn (813–833) encouraged the translation of ancient Greek works into Arabic, founded hospitals and an observatory, and attracted poets and artisans to his capital.) Relate to previously learned understanding of a **civilisation**.

Vocabulary – observatory, Mesopotamia, caliphs, translation

Lesson 2: LO: To understand the significance of the House of Wisdom

Discuss the significance of the House of Wisdom – reflect on the importance of knowledge and wisdom (largest repository of books in the world) and university life. Learning was seen as an essential part of life, the most brilliant minds pooled their knowledge here.

Vocabulary – scholar, culture

Lesson 3: LO: To know some of the medical advances made by Islamic scholars

Understand the achievements of Islamic scholars – make links between modern and contemporary medicine and medical understanding. Very basic medical knowledge at the time, these people improved treatment and patient outcomes. Muhammad ibn Zakariya Razi was known as the 'Father of Paediatrics', because he recognised that children needed to be treated differently to adults. Al-Zahrawi was 'The father of surgery'.

Lesson 4: LO: To know some of the achievements of Islamic scholars

Scientists advanced the fields of algebra, calculus, geometry, chemistry, biology, medicine, and astronomy. Many forms of art flourished during the Islamic Golden Age, including ceramics, metalwork, textiles, illuminated manuscripts, woodwork, and calligraphy. Compare with UK at the time retrieving knowledge from Y4. Where would children have preferred to live? – reflect.

Vocabulary – calligraphy, craftsmanship, architecture

Lesson 5: LO: To understand how religious beliefs impacted their civilisation

Learn about the beginnings of the Islamic faith, prophet Mohammed received messages from Allah, these were transcribed into the Quran. Know that a caliphate is a political-religious form of government. Know that Caliphs ruled. Explore how these religious beliefs impacted the civilisation in Baghdad (everyone followed rules because they were from the Quran, Islam promotes peace, the Quran places a high value on learning).

Vocabulary – caliphate, government

Lesson 6: LO: To understand that the Islamic Empire was a major power

Understand why the Islamic empire became a major power –its physical geography meant it was on an important and busy trade route (became known as the Silk Road). **trade** links were forged as objects made in Baghdad were high quality and in demand. Spread ideas as well as objects – mathematical, scientific and other academic advances.

Concepts

Civilisations (empire and slavery)

Beliefs (including religious)

Trade

Development

SKILLS

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry
<p>Know key dates, characters and events of periods studied.</p> <p>Locate current study on time line in relation to other studies.</p> <p>Sequence up to ten events on a time line, explaining the duration between them and any overlap using dates.</p> <p>Identify and describe common features of historical events and people from past societies for periods studied.</p> <p>Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.</p>	<p>Compare and contrast beliefs, behaviour and characteristics of people in the era studied, justifying why not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Create a plausible alternative interpretation of a past event in terms of cause and effect, (demonstrating appreciation of perspective) using evidence to support and illustrate the explanation.</p> <p>Compare and contrast ancient civilisations.</p>	<p>Summarise how Britain has had a major influence on world history</p> <p>Summarise what Britain may have learnt from other countries and civilisations over time (Arabic number system brought here by Muslims).</p> <p>Recognise and describe differences and similarities/ changes and continuity between different periods of history</p> <p>Critique sources and work out how decisions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Recognise primary and secondary sources and assess their relative value in terms of richness, reliability and relevance.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Synthesise information from several sources to form a fluent account and draw conclusions.</p> <p>Compare different versions of an event, suggesting how authors may show bias and attempt to persuade.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon research.</p>

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.

