



History Long Term Plan: Year 6

What are the aims and intentions of this curriculum?

Pupils will learn:

- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.
- To conduct a local history study
- To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 in the context of a significant turning point in British history - The Battle of Britain

Term	Topic	Key Learning	Vocabulary
Autumn/ Spring	Killhope Lead Mine  (a local history study)	<p><b>Where is Killhope and when did people mine lead there?</b></p> <ul style="list-style-type: none"> <li>• Know that Killhope is situated in Weardale.</li> <li>• Know that Killhope was mined for lead in 1851.</li> <li>• Know that in 1870s it was one of the richest lead mines in Britain.</li> </ul> <p><b>Who lived at Killhope during the Victorian era?</b></p> <ul style="list-style-type: none"> <li>• Know how to read census information</li> <li>• Know how to compare census information</li> <li>• Know how to ask questions of census information</li> </ul> <p><b>How was work at Killhope organised?</b></p> <ul style="list-style-type: none"> <li>• Know that lead mining operated on a 'bargain system</li> </ul>	<p><b>Disciplinary:</b> chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p> <p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> lead, mine, census,</p>



		<ul style="list-style-type: none"> <li>• Know how and where miners spent money</li> </ul> <p><b>What were the Killhope lead miner's homes like?</b></p> <ul style="list-style-type: none"> <li>• Know that lead mining families often had small holdings</li> <li>• Know that small holdings were necessary to supplement poor wages</li> <li>• Know that lead mining families kept livestock and framed crops</li> </ul> <p><b>What did lead miners at Killhope believe in?</b></p> <ul style="list-style-type: none"> <li>• Lead miners at Killhope were required to attend church</li> <li>• Lead miners spent spare time playing games, knitting and crafting 'spar boxes'</li> </ul> <p><b>What were the achievements of the lead miners at Killhope?</b></p> <ul style="list-style-type: none"> <li>• Lead miners created complex mining tunnels</li> <li>• Lead miners created a complicated production system using water as a power source.</li> </ul> <p><b>What was it like to work at Killhope?</b></p> <ul style="list-style-type: none"> <li>• Know how to ask and answer questions using official documentation.</li> </ul> <p><b>How do we know what Victorian Killhope looked like?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Spring/ Summer</p>	<p>The Blitz: All we need to know about World War 2?  (a study of an aspect or theme in British history)</p>	<p><b>How significant was the blitz?</b></p> <ul style="list-style-type: none"> <li>• Know that World War 2 was a global event dating 1939-1945</li> <li>• Know that the Blitz was an 8-month bombing campaign between 1940-1941</li> <li>• Know that Winston Churchill was Prime minister during this period</li> </ul>	<p><b>Disciplinary:</b> chronology, source, interpretation, causation, change and continuity, similarity/difference,</p>



	<p>that extends pupils' chronological knowledge beyond 1066)</p>	<ul style="list-style-type: none"><li>• Be able to identify similarities and differences between locations affected by the Blitz in their locality and comparable events experiences by Britain's enemies.</li></ul> <p><b>World War 2: Whose War?</b></p> <ul style="list-style-type: none"><li>• Know about the links between Britain and the world in 1940.</li><li>• Know about the role of people from Britain and around the world in the war</li></ul> <p><b>What was the impact of World War 2 on people in our locality?</b></p> <ul style="list-style-type: none"><li>• Be able to use the local war memorial to identify people in our locality who died in WWII</li><li>• Know that experiences of people during the blitz were different to those of people in our locality</li></ul> <p><b>Evacuee experiences in Britain: Is this all we need to know about children in World War 2?</b></p> <ul style="list-style-type: none"><li>• Know what life was like for children during WW2 in British cities</li><li>• Know who the Kinder transport were and why they left their families</li></ul> <p><b>New opportunities? How significant was the impact of World War 2 on women?</b></p> <ul style="list-style-type: none"><li>• Know why working women so important during WW2?</li><li>• Know what women did in the war (<i>women in the services, women in factories, Land Girls and other paid and voluntary work</i>).</li><li>• Be able to compare role of women in WW2 with other time periods studied.</li></ul> <p><b>What did men do in the War? Did all men have to fight?</b></p> <ul style="list-style-type: none"><li>• To know the ways men contributed to the war? (<i>Home Guard, air raid wardens, different jobs in the army, different jobs in the air force, different jobs in the navy, Bevin boys</i>)</li><li>• To know the war was dangerous even if people were not actually fighting.</li></ul>	<p>historical significance, reliability</p> <p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> Blitz, air raid, Nazi, civilians, army, navy, air force, home guard, Commonwealth, global, memorial, evacuee, Kinder transport, Jewish, land girls, home guard, Bevin Boys</p>
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