

Year group: 6		Subject Area: History		Unit 1: Beyond 1066 – The Victorians		Subject Leader: A McLoughlin	
Prior linked knowledge		National curriculum objectives				Future linked knowledge	
To know some of the historical eras that occurred before the Victorians and how each era bring changes and developments		A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066				Challenges for Britain , Europe and the wider world 1901 to the present day	
Notes		Cross-curricular links				Possible hooks/enrichment activities	
		Maths: dates and time lines English: writing a diary entry as Florence Nightingale or a Victorian child. Geography: counties involved in the Crimean War				Visit to Beamish Visit to the Orphanage in the East End Looking at Victorian objects	
Lesson Sequence							
The Victorians							
Lesson 1 <i>Where are the Victorians in comparison to other empires?</i> To know where the Victorians come on a timeline. To know how Victorians lived	Lesson 2 <i>When did Queen Victoria rule?</i> To know when Victoria was born and died. To identify in chronological order the key events she ruled over.	Lesson 3 <i>What was the industrial revelation?</i> To know what the industrial revolution is. Know the dates, causes and inventions of the industrial revolution. Know who Brunel was, what he invented and how this revolutionised travel	Lesson 4 <i>Why were some Victorians rich and why were some poor?</i> To know that poor people in Victorian times worked in poor conditions. To know that rich Victorians made many from the industrial revolution	Lesson 5 <i>What was life like for children in Victorian times?</i> To understand that children were forced into labour rather than education. To know the date of the education reform acts and why it was important	Lesson 6 <i>Why were the police created?</i> To know that the Victorian era was the birth of the modern police force. To know where the word ‘peelers’ originated from.	Lesson 7 <i>Who was Florence Nightingale?</i> To know when Florence Nightingale was born and died. To know her role in the Crimean War and why she was called ‘The Lady of the Lamp’. To explain modern nursing reforms.	Lesson 8 <i>What were hospitals and surgery like in Victorian times?</i> To know that surgery was revolutionised by the invention of anaesthetic and antiseptics. To know who Louis Pasteur was the impact he had on medicine.
Key vocabulary							
Empire Victorians	Monarch Reign Sovereign	Industrial Revolution Engineer Steamship	Debtor’s Prison Workhouse Artisan	Workhouse Refractory cell Education Reform Act	Peeler Constable Reform	Crimean War Hygiene Matron Plague	Antiseptic Anaesthetic Typhoid

		Transatlantic	Cane			Reforms	
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Key skills throughout unit

- Place historical events and people from the past societies and periods in a chronological framework
- Summarise how Britain has had a major influence on world history
- Summarise the main events from a specific period in history explaining the order in which key events happened
- Describe a key event from Britain's past using a range of evidence from different sources
- Summarise the main events from a specific period in history explaining the impact on the modern world

Year group: 6	Subject Area: History	Unit 2: Beyond 1066 – World War 2	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
War between Greeks and Spartans and its causes and resolution Conflict between Anglo Saxons and Vikings and its causes and resolution	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	Know the challenges for Britain, Europe and the wider world 1901 to the present day, studying the holocaust.
Notes	Cross-curricular links	Possible hooks/enrichment activities
Book – Letters from the Lighthouse	Art: Propaganda art DT: Designing and making of Anderson shelters Maths: dates and time lines	Eden Camp visit World War 2 day Use of WW2 medals

Lesson Sequence

World War 2						
Lesson 1 <i>Where is World War 2 in the historical time line?</i> Identify where World War 2 is in location to other major events in history.	Lesson 2 <i>Who was Adolf Hitler and how was he involved in the outbreak of war?</i> <i>Who were the allies?</i> Know who Adolf Hitler was.	Lesson 3 <i>What was the role of women during the war?</i> Know that some women worked in the munitions factories. Know some women	Lesson 4 <i>What was the Blitz?</i> Know when the Blitz was. Know why the location of the Blitz impacted the country. Know what strategies	Lesson 5 <i>What is evacuation and why were children evacuated?</i> Be able to define evacuation Know that children were evacuated from cities to less densely	Lesson 6 <i>What was the Battle of Britain?</i> Know the dates of the Battle of Britain Explain the countries and planes involved in the Battle of Britain.	Lesson 7 Lesson 8 <i>What was rationing and why?</i> Be able to define rationing. Understand why certain items were

	<p>Know that Adolf Hitler came to power following World War 1. Identify the countries that Hitler invaded. Know why the invasion of Poland led to the outbreak of war.</p> <p>Name the countries of the allies and the axis. Know that not all countries joined the war at the same time. Be able to order the joining of the countries chronologically.</p>	joined the land army	people used to protect themselves during the Blitz.	populated areas Know that some children returned from evacuation and then returned. Know the role of billeting officers Know that children had differing experiences.	Explain the significance of the Battle of Britain.	rationed? Explain the Dig for Victory campaign.
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Key vocabulary

WW1 Roman Invasion Anglo-Saxon and Viking rule	Invasion Treaty Appeasement Allies Axis	Munitions Propaganda	Blitzkrieg ARP warden Anderson Shelter	Evacuation Kindertransport Railways Billeting Officer	Spitfire Hurricane	Rationing Imports Agriculture
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Key skills throughout unit

- Explain and understand some of the reasons behind the outbreak of war
- Identify and explain their understanding of propaganda
- Use an atlas to identify countries involved in the war and place these on a map using a suitable key
- Summarise the main events from a specific period in history explaining the order in which key events happened
- Describe a key event from Britain's past using a range of evidence from different sources
- Look at two different versions and say how the author may be attempting to persuade or give a specific view point
- Appreciate that war/s would inevitably have brought much distress and bloodshed

Year group: 6		Subject Area: History		Unit 3: Local History		Subject Leader: A McLoughlin			
Prior linked knowledge		National curriculum objectives				Future linked knowledge			
Know other historical events that are important to Sunderland's history (Victoria Hall Disaster)		<ul style="list-style-type: none"> A local history study linked to periods of time studied under chronology,, or a local study that could extend beyond 1066 				To know further ways in which Sunderland has played a role in sea battles			
Notes		Cross-curricular links				Possible hooks/enrichment activities			
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Jack Crawford (History Subject Leader has a copy)		Geography: using historical maps and locating significant places on them English: Writing about life in the Royal Navy. Writing as Jack (diary entry) or about the incident (newspaper report)				Visit to Sunderland Museum to see Jack's medal (possible workshop) Visit statue in Mowbray Park			
Lesson Sequence									
The of Jack Crawford									
Lesson 1 <i>Who was Jack Crawford?</i> Know who Jack Crawford was. Know about his early life and family. Identify significant places linked to Jack on maps		Lesson 2 <i>What was Sunderland like in Jack's time?</i> Know what industries and businesses were active in Jack's time. Understand why these industries were important		Lesson 3 <i>What was life like in the navy at that time?</i> Know that many men were press-ganged into the navy. Know what life in the Royal Navy was like – cramped conditions, illnesses.		Lesson 4 <i>What role did Jack Crawford play at the Battle of Camperdown 1797?</i> Know why Britain was at war with France. Know what led to the Battle of Camperdown. Know what Jack did during the battle and why it is seen as important		Lesson 5 <i>What happened to Jack after the battle?</i> Know that Jack was seen as a hero and why this was. Know when and how Jack died and how the city of Sunderland commemorated his actions at sea.	
Key vocabulary									
Keelman Pottery Bank Royal Navy Apprentice		River trade Harbour Sail makers Rope makers Apprentice Artisans		Press-ganged Royal Navy Naval battles		Battle of Camperdown Admiral Duncan HMS Venerable Union Flag Morale		Victory procession Silver medal King George III Cholera	

Key skills throughout unit

- Place historical events and people from past societies and periods in a chronological framework
- Summarise the main events from a specific period in history explaining the order in which key events happen
- To compare differences between life then and now and explain why these changes have occurred
- Describe a key event from Sunderland's history using a range of evidence from different sources