



History Long Term Map Year 6

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>World War 2</u></p> <p>Timeline of the main events from World War 1 that led to World War 2. Look at the Treaty of Versailles and how this contributed to WW2 beginning Countries that changed after WW2 (Yugoslavia, Czechoslovakia etc) Rationing- look at the change in money to decimal system (maths) Battle of Britain- look at primary sources, (actual combat reports written by pilots in the battle, engine plates and parts of planes). Children write their own combat report in the style of the ones they have seen. (writing for historical purpose) Look at German maps of Halifax that were targets for bombings. Compare these maps to our maps now A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Learn about the significant events in the Battle of Britain. We will be looking at different people's stories and experiences during that time and how it affected their lives and our lives today. Look at Czech and Polish pilots and how their efforts helped Britain to victory Study primary sources and find out for themselves what happened during the battle from pilots' combat reports, official documents, newspapers and documents. Comparing bombed sites from the time of 'The Blitz' to now.</p> <p style="color: red;">Trip Eden Camp</p>	<p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>(Battle of Britain)</p>

Autumn 2	<p style="text-align: center;"><u>Crime and Punishment</u></p> <p>To introduce the broad trends of crime and punishment from the Romans to the 21st century.</p> <p>Recap on main things learned about these time periods in their previous year groups</p> <p>History of police and courts</p> <p>Vikings- look at what countries they originally came from and where they settled</p> <p>Romans- role play based on potential crimes that were committed at the time and the children guess what the punishment would be. We then look at the actual punishments using a flow chart</p> <p>Anglo Saxons- Study the legal system in Anglo Saxon Britain. Focus on Wergild (compensation invented by the Anglo Saxons)</p> <p>Trials by ordeal. Hue and cry, Tithings</p> <p>Tudors- Look at methods of punishment and which crime they would fit with. Victorians- study of the Old Bailey, looking at comparisons between male and female criminals at the time and different crimes committed in Victorian London. Primary sources used for a real life case study of a Victorian girl who stole a loaf of bread.</p> <p>The history of Gibbet street (Local history)</p> <p>Bankfield Museum- Murder Mystery based around the Victorian period</p>	<p>...A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>...changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>...the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>...Anglo-Saxon laws and justice</p>
Spring 1	<p style="text-align: center;"><u>Extreme Earth</u></p> <p>Look at Pangea and formation of the continents as we know them today (historical geography)</p> <p>Pompeii</p>	<p>Develop a chronologically secure knowledge and understanding of world History.</p>

	<p>Study of the eruption of Mount Vesuvius on August 24th AD79.</p> <p>Look at the diary entries of Pliny the Younger (primary source) which documents Pliny the Elder's first-hand experience of the eruption.</p> <p>From that, the children write an eye witness account of the eruption.</p> <p>The effect that the eruption had on the people and land of surrounding areas.</p> <p>Read 'Escape from Pompeii' and then write a letter or speech to warn the local citizens of the impending disaster.</p> <p>Watch video https://www.youtube.com/watch?v=dY_3ggKgOBc</p> <p>A day in Pompeii to show how the eruption unfolded and use this as a stimulus for their writing.</p> <p>Look at what Pompeii is like now in comparison to AD79.</p>	<p>Understand that our knowledge of the past is constructed from a range of sources.</p>
Spring 2	<p style="text-align: center;"><u>Extreme Earth</u></p> <p>Geography Focus</p>	
Summer 1	<p style="text-align: center;"><u>If We Could Talk To Animals</u></p>	
Summer 2	<p style="text-align: center;"><u>Invasions and Settlers</u></p> <p>This unit will cover the raids and invasions by Vikings in Anglo-Saxon Britain, who the Vikings were as well as when and where they raided and settled. The children will find out about the Anglo-Saxon kings, in particular Alfred the Great and Athelstan, who ruled during the 'Viking Age' and examine their influence and significance in British history as well as the power struggle between the Anglo-Saxons and Vikings for the kingdom of England.</p>	<p>*continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>*note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>

The children will find out about Edward the Confessor and his death in 1066 and the consequences that this then had upon Britain (Battle of Hastings 1066).

Trip- Jorvik-York

* address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

*construct informed responses that involve thoughtful selection and organisation of relevant historical information.

* understand how our knowledge of the past is constructed from a range of sources.

-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*Viking raids and invasion

*resistance by Alfred the Great and Athelstan, first king of England

*Edward the Confessor and his death in 1066

