

Cumwhinton School - CUMWHINTON CURRICULUM

History Curriculum Planning

YEAR 6

Year 6	NC Content	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - the Battle of Britain</p> <p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality</p>
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History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year




	AUTUMN	SPRING	SUMMMER
Abstract themes across history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. I.e a change in an aspect of social history. The changing of power of monarchs using case studies. E.g King Charles I, Henry VIII and Queen Victoria.		
Historical concepts		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. I.e a change in an aspect of social history. Key concepts include: empire; migration; exploration; exploitation, discrimination and Cumbria's historical links to the slave trade.	
Historical methods			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - the Battle of Britain
Historical Perspectives		A local history study - a study over time tracing how several aspects of national history are reflected in the locality - Black and British - through this study pupils build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain that stretch back millennia. They will learn much about how things change over time, as well as realising that some things remain fairly constant and there is much continuity of experience.	

CONCEPTUAL SCHOOL AMBITION DRIVERS

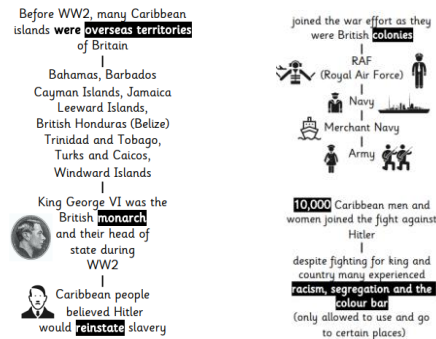
	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - SPRING YEAR 6
INNOVATION - Resilience
 Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

What can we find out about our country's Black British history?

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)		<p>1. <u>Where are the Caribbean Islands? What is their History?</u></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Some of the largest islands are Cuba, Jamaica and Haiti. Located between North and South America and straddle the equator.</p> </div> <div style="text-align: center;">  <p>The Caribbean islands consists of over 700 islands and 30 different territories. Some of the Caribbean has rich fertile lands perfect for growing crops.</p> </div> <div style="text-align: center;">  <p>In 1662 there was 400 East African slaves in the Caribbean, this increased to 190,000 by 1775. Britain abolished slavery in 1834.</p> </div> </div> <p>Explore the islands and locate them on a world map. Learn about how Europeans discovering the islands and realising their potential led to one of the darkest periods in our history.</p>

2. How did the people of the Caribbean help Britain in the war against Nazi Germany?



3. Why did people migrate from the Caribbean to England in 1948?

Compare photographs of Jamaica and London taken between 1940 and 1950. Find similarities and differences. Why might people want to migrate to Britain? Many wanted to start a new career and life. London and Britain held many promises. Britain invited people from the Caribbean to come and work and live here, offering them British Citizenship in return.

Create a leaflet that could have been used to encourage workers to leave their homes in the Caribbean for Britain.

4. What was life in London like for the Windrush Pioneers?

Explore how on Wednesday 22nd June 1948 stepped off a ship and into London and other cities. It was not what they had imagined. Smart, professional skilled people had to accept jobs that were lower skilled and lower paid.

NO IRISH
NO BLACKS
NO DOGS.

Explore the unsolved murder of Kelso Cochrane and the protests and riots that demanded change and acceptance. In 1966 there was the first outdoor Notting Hill carnival in an attempt to improve relationships, explore the music, colour and culture which is still celebrated today!

Suggested: Write a letter home to the Caribbean to a family desperate to know about the riches of London.

[BBC - History - British History in depth: Windrush - Arrivals](#) – sources of evidence.

5. [Who were Sam King and Norma Best? What did they do?](#)

[Living Memorial | Sam King MBE](#)

https://livingmemorial.org.uk/portfolio_page/norma-best/



*"I think the spirit of the war is that
we were all fighting to win.
Colour didn't come into it."*

Suggested: Annotate images to describe their character and achievements.

<p>Using (Applying & analysing)</p>		<p>6. <u>How did the Windrush migration change Britain for the better?</u></p> <p>Consider these two pieces of factual information:</p> <ol style="list-style-type: none"> 1. In the 1950s, Notting Hill in London was an area of the inner city in decline. 2. By 1960, Caribbean newcomers had settled in the area and bought houses, started businesses, and opened cafés and clubs. How could this change positively affect the area in regard to the following aspects? culture housing prosperity social cohesion <p>Discuss how the people volunteered to fight for Britain, provided a much needed workforce (construction, manufacturing, public transport, hospitals), they enriched British culture (music, art, food). They also changed attitudes, acceptance of difference and tolerance.</p>

<p>History - SUMMER YEAR 6 THE WORLD - Sustainability</p> <p><small>Abstract themes across history Historical Concepts Historical Methods Historical Perspectives</small></p>	
<p>How important was the Battle of Britain in WWII?</p>	
<p>NC</p>	<p>CUMWHINTON CURRICULUM</p>

Finding out

(Facts & knowledge)

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history

Suggested teaching sequence:

1. I can explain why World War 2 began
2. I know what life was like in Britain during WWII
3. I know what rationing is and how it affected people during WWII
4. I can describe the events of the Battle of Britain
5. I know about the important role of women in WWII
6. I know what life was like for a child during WWII

1 - I can explain why World War II began

<https://www.bbc.co.uk/teach/school-radio/articles/zntfwbk> - BBC Teach audio of an air raid siren. Set the atmosphere in the classroom (lights off etc) and play the air raid siren loudly.

<https://www.bbc.co.uk/teach/class-clips-video/articles/z7d847h> Introduction BBC video

1939 After months of rising international tensions, on 1st September Germany invades Poland. Millions of British children are immediately evacuated in the expectation of war. Two days later, Britain and France declare war on Germany. Poland is brutally torn apart. The lack of direct military conflict in Western Europe until May 1940 means this first period is known in Britain as the 'Bore War' or 'Phoney War'.

Children could sequence the events leading to war on a timeline or classroom timeline.

2 - I know what life was like in Britain during WW II

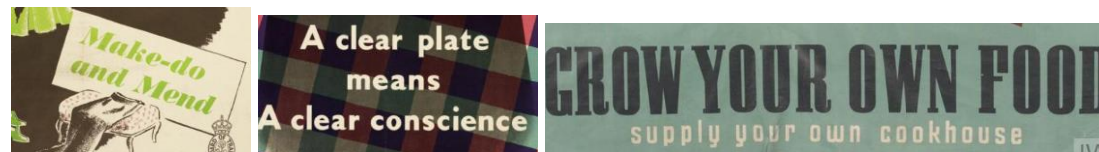
- During World War II, Britain was called '**the Home Front**' - the war affected people not just fighting in armies on the front lines, but back in their own towns and neighbourhoods.
- All the different plans and ways to help get Britain through World War II was called '**the war effort**'. Helping the war effort meant anything from planting vegetables to making fighter planes.
- Because Britain was at war, it wasn't easy to get food and other supplies anymore. In 1940, a system called **rationing** was set up which made sure that everyone had a fair

amount of food, clothes and things like soap and petrol based on what was actually available. Rationing didn't end until 1954.

- **Land Girls** were women from all over Britain who worked on farms, helping to grow and produce food for the rest of the country.
- Not all men went to fight overseas - some couldn't go and instead joined the **Home Guard**, which was made up of volunteers ready to defend Britain from a surprise enemy invasion. The Home Guard was created in 1940.
- From September 1940 to May 1941, Britain was bombed heavily by enemy planes. That time is called '**The Blitz**'.
- During the Blitz, it was very dangerous to live in cities because that's where most of the bombs were dropped. So, many children were sent off to live in the country where it was safer. These children were known as '**evacuees**'.
- People could protect themselves from enemy attacks by having a **gas mask** that would allow them to breathe clean air no matter how dirty or poisonous the air around them was after a bombing.
- Loud **sirens** would let people know that a bomb might go off soon, and that they should run to the nearest air-raid shelter. **Bomb shelters** were small, strong structures, sometimes put underground, that protected people inside from being hurt during explosions.
- When **Prime Minister Winston Churchill** announced that the war was over on **VE Day**, people all over Britain celebrated by holding street parties.

Find out about the different roles for the people of Britain during WWII.

<https://www.iwm.org.uk/learning/resources/second-world-war-posters> - give children a selection of posters from the time and ask them to caption them with explanations **OR** give slogans from real posters and ask children to design the posters containing their slogan.



3 - I know what rationing is and how it affected people during WWII

		<p>https://www.bbc.co.uk/teach/class-clips-video/articles/zbgy9q - useful video explaining what rationing is and why it was introduced.</p> <p>Children might create a food diary of everything they ate on the previous day. Compare with rationing amounts. Could they do this now? https://www.primaryhomeworkhelp.co.uk/war/rationing2.html useful for rationed foods and amounts.</p> <p>Example ration book in resources file on server.</p> <p>4 - I can describe the events of the Battle of Britain</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zrk847h https://www.youtube.com/watch?v=D37-Xx58LUo</p> <p>Can children put reasons for Britain winning the war onto a line of decision? Most important to least important?</p>
<p>Using (Applying & analysing)</p>		<p>5 - I know about the important role of women in WWII</p> <p>Children to explore the roles that women took on during WWII. They could write a job description for one of the roles.</p> <p>Key question: Did WWII change the lives of women in British society forever? https://www.bbc.co.uk/teach/articles/zbktwty Children to write an explanation giving their opinions.</p> <p>6 - I know what life was like for children during WWII</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zm7wpg8 - Focus on evacuation. Children to write a recount as an evacuee.</p>
<p>Concluding (Evaluating & summarising)</p>		

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