



# Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 6

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know the key characteristics of a particular monarch's **reign** e.g. Queen Elizabeth II and Henry VIII.

Know key dates, characters and events of time studied.

Know that there were different Kings and Queens in the British **Monarchy**, who changed over time.

Know that different monarchs had different beliefs and behaviours.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand the importance of why we have a monarchy.

Understand the changing power of the British monarchy over time.

Understand the correct historical terminology (e.g. **empire, civilization, parliament** and **peasantry**).

Understand the changing face of British Monarchy.

Understand the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Research significant periods in history relating to British Monarchy.

Order key British Monarchs on a simple timeline.

Discuss significance of changes and form opinions to Britain under that monarch.

Give reasons to explain why that monarch was the most significant for Britain.

Compare and contrast two different monarchs, including religion, crime and punishment, leisure and entertainment, food and drink.

Write a convincing for and against argument as to why Richard III is the most influential.

Explain a past event in terms of cause and effect, using evidence to support and illustrate.

Compare beliefs and behaviour with another period studied.

**Reign** - The period during which a monarch rules.

**Monarchy** - The territory ruled over by a monarch; a kingdom.

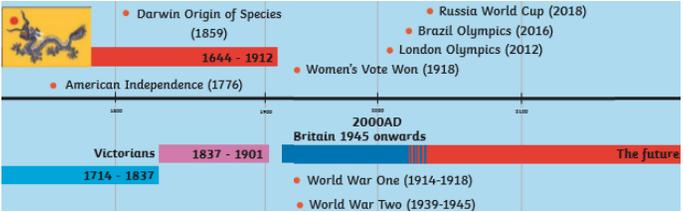
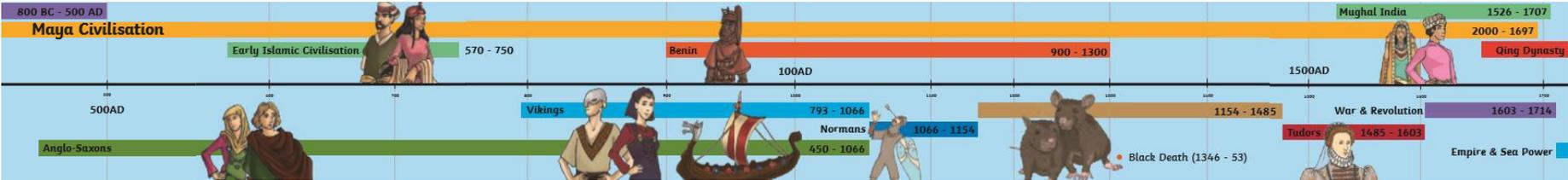
**Empire** - A political unit, typically having an extensive territory or comprising a number of territories or nations (especially one comprising one or more kingdoms) and ruled by a single supreme authority.

**Civilization** - An organised culture encompassing many communities, often on the scale of a nation or a people; a stage or system of social, political or technical development.

**Parliament** - A formal council summoned (especially by a monarch) (to discuss important issues. *From Anglo-Norman parliament, (discussion, meeting, negotiation, assembly) from parler (to speak).*

**Peasantry** - Impoverished rural farm workers, either as serfs (peasants/slaves), small freeholders or hired hands.

Useful Information



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**Year : 6**

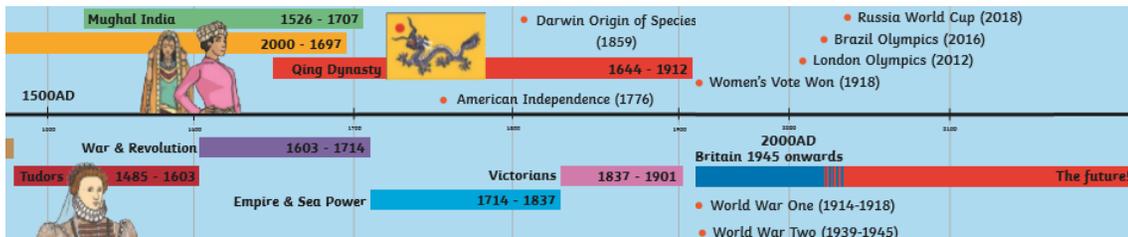
**Term : Spring**

 <b>Vocabulary</b>	 <b>Knowledge</b>	 <b>Understanding</b>	 <b>Skills</b>																		
<b>Define the word and include etymology if useful.</b>	What children will know	What children will understand	What children will be able to do																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="color: blue;">Learning</th> <th style="color: green;">Teaching</th> <th style="color: red;">Assessment</th> </tr> <tr> <td style="text-align: center;">Remembering</td> <td style="text-align: center;">Telling</td> <td style="text-align: center;">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="color: blue;">Learning</th> <th style="color: green;">Teaching</th> <th style="color: red;">Assessment</th> </tr> <tr> <td style="text-align: center;">Practising</td> <td style="text-align: center;">Coaching</td> <td style="text-align: center;">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="color: blue;">Learning</th> <th style="color: green;">Teaching</th> <th style="color: red;">Assessment</th> </tr> <tr> <td style="text-align: center;">Reflecting</td> <td style="text-align: center;">Facilitating</td> <td style="text-align: center;">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p><b>Appeasement</b> - The policy of giving in to demands in order to preserve the peace.</p> <p><b>Evacuation/evacuee</b> - Designed to protect people, especially children, by moving them to areas of less risk.</p>	<p>Know of the dilemma facing Chamberlain and other <b>appeasers</b>.</p> <p>Know when and why we have VE Day (8<sup>th</sup> May 1945).</p> <p>Know that children's experience of <b>evacuation</b> varied.</p>	<p>Understand how the actions of Hitler threatened European peace.</p> <p>Understand that this would be a war in the air and that there would be vastly more <b>civilian</b> damage than in the First World War.</p>	<p>Explain why Chamberlain ultimately took the decision to go to war.</p> <p>Describe how VE Day was typically celebrated, having an awareness that some families had mixed emotions.</p>																		



									
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<p><b>Blitz</b> - The sustained aerial bombing against Britain by Nazis. Blitz means lightning in German.</p> <p><b>Censorship</b> - The use of state or group power to control freedom of expression or press, such as passing laws to prevent media from being published or propagated.</p> <p><b>Propaganda</b> - Posters and leaflets distributed throughout the war to persuade people to join the army.</p> <p><b>Rationing</b> - Ration cards were given out and only a certain amount of food/clothes per family was allowed.</p> <p><b>Civilian</b> - A person who follows the pursuits of civil life, especially one who is not a member of the armed forces.</p>	<p>Explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.</p> <p>Know that the government used:</p> <p>a. <b>Censorship</b>                      b. <b>Propaganda</b></p> <p>Know the key features of resistance to German invasion:</p> <ul style="list-style-type: none"> <li>• Trying on gas masks</li> <li>• Home Guard</li> <li>• Battle of Britain</li> <li>• Blitz</li> <li>• Evacuation</li> <li>• <b>Rationing</b></li> <li>• Fire service</li> <li>• Air-raid shelters</li> </ul>			<p>Understand why depictions of VE Day parties might vary.</p> <p>Understand that much of the evidence from this period (Home Front) has to be treated with caution; all is not what it seems.</p> <p>Understand why the government's portrayal of evacuation was so positive.</p> <p>Understand why the government used censorship and propaganda.</p>			<p>Use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions.</p> <p>Investigate and explain the reasons for fluctuating numbers being evacuated.</p> <p>Describe a range of roles adults played on the Home Front which were unique to that time.</p> <p>Critique a BBC website interpretation by evaluating a piece of wartime footage of the Blitz.</p> <p>Name examples of how the government prepared to withstand the Blitz and to keep up morale.</p>		

### Useful Information





# Orton Wistow Primary School – Curriculum Plan



Subject : History

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Term : Summer



## Vocabulary

Define the word and include etymology if useful.

**Genre** - A kind; a stylistic category or sort, especially of literature or other artworks.

**Decade** - A period of ten years.

**Contemporary** - Modern and of the present age.

**Composer** - To make something by merging parts, to make music

**Civil Rights** - The rights of citizens to political and social freedom and equality.

**Famine** - Extreme lack of food.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know famous musical artists from each era.

Know the names of some inspirational musicians.

Know some of the different musical **genres**: Indie, Motown, Blues, Classical, Pop, Big Band and Swing, Funk, Disco, Hip hop, Soul, Jazz, R 'n' B and Rock 'n' Roll.

Know that Leonard Bernstein and John Williams are famous modern **composers**.

Know that how we listen to music has changed, from a vinyl record, cassette tape, CD to a digital media player (iPod, phone).

Know that Band Aid were a charity group, who released a song to raise money for anti-**famine** called 'Do They Know It's Christmas?' in 1984.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand how music has developed through the late 20<sup>th</sup> century.

Understand how the way we listen to music has changed because of technology.

Understand why Bernstein and Williams are famous composers of this era.

Understand the key features of a British style of music popular.

Understand that different musical eras had different genres.

Understand why an artist was inspirational.

Understand why music was important in the 1960s and how the political **civil rights** movement influenced the music written and recorded.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Put different styles of music from the late 20<sup>th</sup> century in chronological order.

Compare different genres of music in the **contemporary** era.

Describe how current affairs of that period influenced music of that era, e.g.: the civil rights movement and Band Aid charity group.

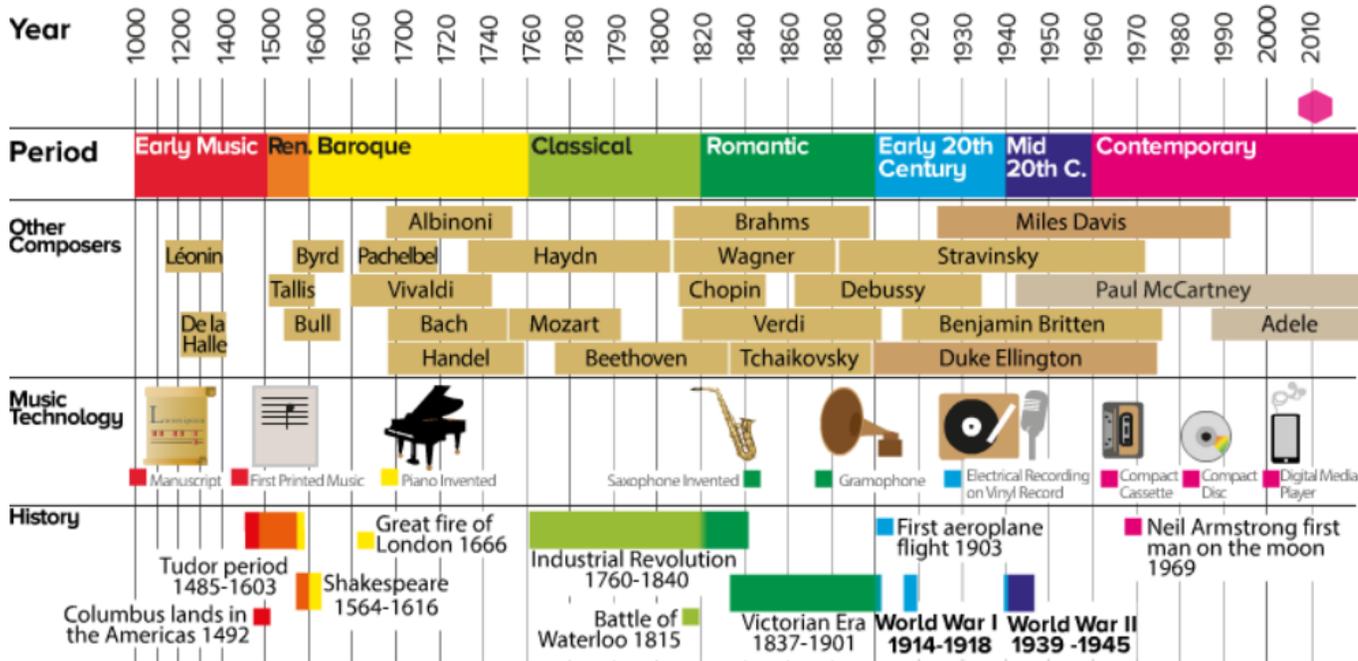
Name examples of different musical genres.

Investigate and explain the reasons why the way we listen to music has changed.

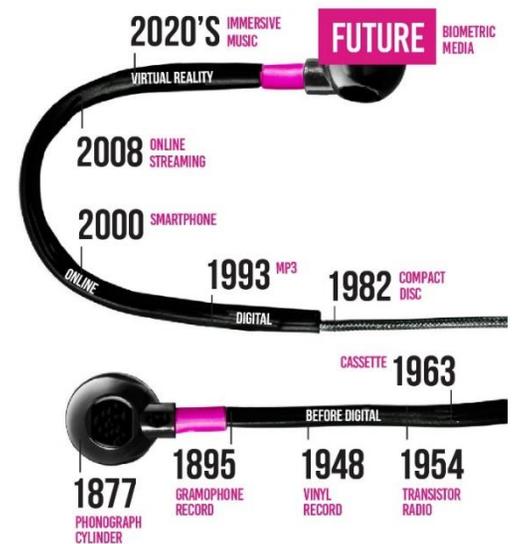
Identify artists who have been inspirational and explain what has made them inspirational.



Useful Information



TIMELINE OF MUSIC DELIVERY



1960s - The Beatles, Elvis, The Rolling Stones.

1970s - Abba, Elton John, Bee Gees, Led Zeppelin.

1980s - Phil Collins, Queen, David Bowie, Madonna.

1990s - Kylie Minogue, Tom Jones, Take That, George Michael, Spice Girls.

2000s - Steps, Coldplay, Beyoncé, Mariah Carey, Pharrell Williams.

2010s - Adele, Ed Sheeran, Little Mix, Rita Ora, Sam Smith.

