

**Year 6 HISTORY Topic 1: Talking 'Bout a Revolution ( 6 WEEKS)**

**Key Assessment Questions**

*When did the Industrial Revolution take place in Britain? In which century? What happened and why? What were the changes to life that the Industrial Revolution brought? Do historians think that the Industrial Revolution was a good thing for Britain? What was the legacy left?*

**SCHOOL VALUES (Autumn 1): Service and Friendship** Children will explore how communities in Birmingham and in Britain changed over the period. The way that people lived and worked changed. Children should reflect on how people from different walks of life served their communities to contribute to those changes (engineers, scientists, farmers, people who made laws to improve conditions for children). How did the industrial revolution shape our community in Sparkhill today?

**KNOW**

**DO**

**UNDERSTAND**

Know that a **decade** is a period of 10 years.  
Know that a **century** is a period of 100 years. When we say 19<sup>th</sup> Century, we mean years 1800 – 1899.

**VOCABULARY**  
New vocabulary introduced in this unit: **industry/industrial, revolution, progress, migration, population movement, trend, suburbs, food distribution, agriculture, child labour.**

Chronological Understanding



- Know that the Industrial Revolution in Britain began in the 1750s and carried on through the 1800s.
- Know that many of the main events of the Industrial Revolution were **technological** (new materials invention of new machinery)

Interpret and create timelines to place the Industrial Revolution chronologically, showing other known periods/civilisations (see school timeline).  
  
Sequence the main advancements of the Industrial Revolution on a timeline, tracking changes to life and changes to land use/agriculture.

This unit traces how several aspects of national history are reflected in our locality (Birmingham). **Note the connection with the growth of factory and industry of the Cadbury family from 1824 in Bournville, studied in Y2. Note a connection with Victorians in Y2 during Seaside and Sandcastles unit.**

Enquiry (Sources and Interpretation)

- Know that as cities grew more crowded there were many problems with water, waste, health and housing.
- Know that child labour in factories was happening all over Britain (children as young as 5/6).
- Know that events in the past can be **interpreted** in different ways because it is possible to understand the same set of events in different ways.

How would historians compare 2 primary sources (cartoons both from 1829) which tell us 2 different versions about the impact of Industrial Revolution?  
*March of Intellect by William Heath 1829*  
  
*March of Bricks and Mortar by George Cruikshank, 1829.*  
  
  
How do historians view the Industrial revolution? Compare 2 historians' interpretations: Arnold Toynbee "disasterous and terrible" vs Professor Emma Griffin "Liberty's dawn." \*

Note connections, contrasts and trends over time.  
**Geography link – Note changes to land use, migration and settlements over time.**  
**PSHE and British Values** Note to connect with work done in Y5 *Fight for Your Rights*. Children should understand that voices were heard, and laws were changed in 1800s/1900s.  
  
**Historical interpretation** should be understood in Y6: an event can have a different impact on one person than it can on another. Historians understand an event differently.

Enquiry: Cause & consequence, change & continuity, similarity & difference  
Significance

Know that many of the main reasons for the Industrial Revolution were **technological** (new materials/metals used, invention of new machinery), **cultural** (changes in agriculture and food distribution, land as a source of money ending) and **social** (growth of cities and factories, more power to the working classes)

- Know that the Industrial Revolution changed Birmingham and Britain for the better but it did bring its problems.
- Know that a **trend** is the way that something is moving, it moves in a certain direction.

Explain changes that took place in industry, land-use, technology and life in general in Britain, and also specifically in Birmingham with a focus on PACE and EXTENT OF CHANGE e.g. *Why did people move to cities why did it happen so quickly? What happened to living and working conditions as a result?*  
  
Consider: If life was so hard for families in the towns why did so many leave the countryside and move to the towns? \*  
  
Compare trends in population movement in Britain by looking at records and maps between 1750 to 1900.  
  
**Geography link** – comparison of maps of Birmingham in 1750, Birmingham in 1850 and Birmingham now.

Children should be given opportunities to reflect on the impact of migration and how it has built the city of Birmingham and Sparkhill.  
  
By the end of the unit, children should be able to describe ways that social, cultural change has brought about diversity and industry in Birmingham and Britain. **PSHE Link: The Industrial Revolution shaped our city and local area. How does it reflect on our identity?**

**Year 6 HISTORY Topic 3: Heroes and Villains (6 Weeks)**

Key Assessment Questions

Who were the Nazis and what was their ideology? Over which period did they rise to power? Name some key dates and events both leading to and during WW2.  
What was Operation Pied Piper? How do historians analyse the causes of WW2? Why is it difficult to know what life was really like in Britain during WW2?

**SCHOOL VALUES (Spring 1): Justice and Courage** Children will explore the ideology the Nazi Party and compare with our own democracy and British values. How should we treat those who are not the same as us? What would have happened if Hitler had succeeded? Children will reflect on the prejudice and injustice of so many events of WW2. Children should also consider figures of the period who showed courage in fighting against injustice. How can we fight prejudice in our school, Sparkhill and Birmingham? **Children should study Alan Turing, his achievements during WW2 and how unfairly he was treated because he was homosexual.**

**KNOW**

**DO**

**UNDERSTAND**

- Know that WW2 is named because the war affected most of the world's countries.
- Know that WW2 happened 21 years after the end of WW1.
- Know that both world wars were fought against Germany, but they fought against different leaders/political systems.

**VOCABULARY**

New vocabulary introduced in this unit: **propaganda, political system, National Socialists, ideology, Allies, Axis Powers, blitz, rationing, evacuation, evacuees, Operation Pied Piper, anti-semiticism, the Holocaust**

Chronological Understanding

Know some key dates and events in the run up to and during WW2:  
1933: Hitler becomes German Chancellor  
1936: Hitler and Italy form Axis Powers  
1939: 1 September Hitler invades Poland. 1940: Hitler invades France  
1940: 10<sup>th</sup> July Battle of Britain in English Channel  
1940: 7<sup>th</sup> September Blitz begins in Britain's cities. 1940: Dunkirk  
1941: December Japan bombs Hawaii and USA joins Allies  
1944: 6<sup>th</sup> June D-Day Normandy Landings 1945: 8<sup>th</sup> May VE Day

Create and interpret a timeline showing WW1 and WW2 alongside other known periods (see school timeline).  
  
Explain important events in the run up to and during WW2.

Children should continue to develop chronologically secure knowledge of periods studied.  
Children should make accurate chronological connections between Y5 work on Women's Suffrage in Britain, and the previous unit on the Industrial Revolution.

Geography link – Dates should be shown and sequenced on European and World maps, showing how Hitler's movement

Enquiry (Sources and interpretation)

- Know that **propaganda** is information that tries to persuade people to do or believe something. It is misleading and **biased** (one sided).
- Know that events in the past can be **interpreted** in different ways because it is possible to understand the same set of events in different ways.

Research and present information about life in Britain during WW1 (rationing, evacuees women's roles, the Blitz). Literacy link (Non-Fiction)  
  
How Britain did Britain cope with the effect of war on the Home Front? (Consider what sources can tell historians – Curate's Dilemma) \*  
  
Why is it so difficult to be sure what life was really like on the Home Front? Understand the role of propaganda during WW2.

PHSE and British Values Link How should we treat those who are not the same as us? What would have happened if Hitler had succeeded? Children should be more confident in understanding that our knowledge of the past is constructed from arrange of sources.  
  
Geography Link: UK regional and land use maps -looking at where evacuees were sent.  
Understand that different versions of the past may exist, giving some reasons for this. People can hold different motives from others e.g. British Government wanted people to believe that Britain was undefeatable. The German Government wanted its people to believe the same.

Enquiry: Cause & consequence, change & continuity, similarity & difference

- Know that Germany was very poor after WW1 and the Nazis promised a strong economy. They also promised to treat *Germans* well.
- Know that Nazis were a National Socialist political (a form of **fascism**) party that believed in building a pure German race. They stood against **democracy**. They believed in genetic racism and **anti - Semitism** (didn't like Jewish people).
- Know that Alan Turing was a code breaker during WW2 and played a significant role. He was treated very badly because he was homosexual.

How do historians analyse the causes of WW2? Consider views of historians Richard Evans and Sir Ian Kershaw.\*  
  
What was the impact of World War II on our city (Birmingham)?  
How have historians changed the way that they view Alan Turing and his significance in winning WW2?  
<https://www.bbc.co.uk/news/technology-18419691>

Children should reflect on world/national event and its impact on our local area.  
PSHE and British Values  
Understanding should be developed of **TOLERANCE**.

**Year 6 HISTORY Topic 4 Tomb Raiders**

**Key Assessment Questions**

*When did the Ancient Egyptians live? What historians know about life in Ancient Egypt? How does it compare to life in another ancient civilisations? What kind of legacies did this civilization leave us today?*

**SCHOOL VALUES (Spring 2): Compassion and Service** Children will explore the way that the Egyptians lived in community and how they organised themselves. They should reflect on how this civilisation was built on people working together and serving each other to leave a lasting legacy.

**KNOW**

**DO**

**UNDERSTAND**

Know that **circa** is a term historians use to place a date/event. It means roughly or around.

Know that an **Ancient Civilisation** refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires.

**Dynasty** is a sequence of rulers from the same family. A **legacy** is something from a time in history that has been passed down and remains today.

**VOCABULARY**

New vocabulary introduced in this unit: **circa, dynasty Egyptology, irrigation, conquest, legacy**

This unit traces the rise and fall of a non-European society that provides contrasts with British and European history.

**Chronological Understanding**

The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years. It is the longest surviving ancient civilisation.

Know **some of** the key dates

- circa 7000 BC - Settlement of Nile Valley begins.
- circa 3000 BCE - Kingdoms of Upper and Lower Egypt unite.
- 2,500 BC Construction of the pyramids
- 669 BC - Assyrians from Mesopotamia conquer and rule Egypt.
- 525 BC - Persian conquest.
- 332 BC - Alexander the Great, conquers Egypt, founds Alexandria. A Macedonian dynasty rules until 31 BC.
- 31 BC - Egypt comes under Roman rule

Place the period of Ancient Egypt on a timeline, along with other known events (see school timeline) and make connections to other known ancient civilisations.

Explain a timeline of some of the key events/ achievements of the Egyptians.

Children should continue to develop chronologically secure knowledge of periods studied.

Note that the Ancient Egyptians span the period in Britain of the Stone Age to Iron Age, and the later period spans Greek and Roman Empires in Europe.

**Geography link** Look at world map to show these time connections (above).

**Enquiry (Sources and interpretation)**

- Know that **Egyptology** is a process historians use to study artefacts, buildings, monuments and mummies.
- Know that Egyptians, like other ancient civilisations, had distinctive belief systems, art, culture and systems for everyday life.
- Howard Carter was the most famous of the team of archaeologists who opened Tutankhamun's tomb in Nov 1922.

Describe how historians study artefacts from this era in a process called **Egyptology**.

Research and present findings about what life was like in Ancient Egypt (farming, construction, religion, politics and rulers).

Ask historically relevant questions about the opening of Tutankhamun's tomb. How do historians interpret some of the findings in the tomb?\*

Understand how to construct informed responses by selecting and organising relevant historical information.

**Geography Link:** Study of the Nile and its journey through North African countries.

**Geography Link:** farming methods and irrigation – link with farming methods studied during Industrial Revolution.

**Enquiry: Cause & consequence, change & continuity, similarity & difference Significance**

- Egyptians gave the world art, culture and sophisticated ways of organising a civilisation. They gave the world systems for farming, mummification, techniques for building e.g. dams, architecture, tools for creating and paper from papyrus.

What did Ancient Egypt have in common with other civilisations at the time? (Compare with Mesopotamia/Sumer (Modern Iraq), the Indus Valley (Pakistan), and the Shang dynasty (China).\*

Name ways that the Ancient Egyptians have played a significant part in world history? What legacy have they left?

They should be able to see where and how this civilisation fits in chronologically with other ancient periods studied and understand its impact on the world since.

YEAR 5 Link Children will know about Shang Dynasty from Islamic Golden Age.