



## History - Year 6 - Medium Term Plan Autumn 2, Unit 1: What does the census tell us about our local area?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is the census?	To explore the purpose and creation of a census.	I can describe what a census is and what it is used for.      I can extract information from a census.      I can collect information for a class census.	- A local history study.	- census - census data - census return - condition - enumerator - enumeration books - head of household - inference - schedule - transcript	Watch Teacher video: What can the census tell us about local areas? Unit overview Teacher video: Historical enquiry using the census Pupil video: The census Have ready Presentation: The 1851 census. Link: Assessment — History Y6: What can the census tell us about local areas? (optional — see Attention grabber). Print Resource: 1851 Census (one between two). Resource: 1851 Census transcript (one between two). Activity: Filling in a census (one each). Resource: Census glossary (support see Adaptive teaching). Resource: Knowledge organiser: History - What can the census tell us about local areas? (optional - see Teacher knowledge). Resource: Unit vocabulary (optional - one class set for display).
Two:  What can we learn about Victorian children from the census?	To create questions about Victorian children using a range of sources.	I can use a range of sources to build on my knowledge of Victorian child labour.     I can use sources to develop my questioning skills.	- A local history study.	- carding - child labour - commissioner - flax - flax mill spinner - joiner - observation - reliable	Watch Teacher video: Developing questioning Pupil video: Using sources (optional) Have ready Presentation: 3, 2, 1. Presentation: Mary Bucktrout.

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		- I can consider the limitations of		- shilling	Presentation: Mary
		Victorian censuses.		- William Dodd	Bucktrout years later.
					Whiteboards and
					pens (one each).
					Link: Kapow Primary
					timeline. The
					Resource:
					Knowledge
					organiser: History:
					What can the census
					tell us about local
					areas? (support –
					see Adaptive
					teaching). Print
					Resource: Henrietta's
					story (one teacher
					copy). Activity:
					Victorian factory
					images (one
					between two).
					Activity: Extract from
					the 1841 Census
					(one between two).
					Activity: Developing
					questioning (one
					each). Activity:
					Developing
					questioning: support
					version (see Adaptive
					teaching).
Three:	To explore the jobs available	- I can extract information about jobs	- A local history study.	- class	Have ready
Tillee.	in the past using the census.	from the census.	A local filstory study.	- domestic servant	Presentation: In the
What does the	in the past asing the census.	- I can compare the jobs available in		- governess	spotlight.
census suggest		the past and now.		- middle class	Presentation:
about the jobs		- I can infer the type of job a Victorian		- Office for National	Occupations in 2021.
available in the		person may have done.		Statistics (ONS)	Presentation:
1800s?		person may have done.			
18003:				- occupation - Scholar	Matching activity answers.
				- statistics	Presentation:
				- working class	Kaposts example.
				- WOLKING Class	Whiteboards and
					pens (one between
					two). Print Resource:
					· · · · · · · · · · · · · · · · · · ·
					Watercourse Alley
					(one between two).
					Resource: Long Lane
					(one between two).
					Activity: Character
					profile (pre-cut, one
					between four).
					Activity: Victorian
					job advertisements
					(one between four).
					Activity: Kaposts!
					(pre-cut, one each).

Fa	To make information about	Larry describes what a office a surrous	A level bistom, etc. do. over en	h	Matab Taraban
Four:	To make inferences about women's lives in the 1900s	<ul><li>I can describe what suffrage means.</li><li>I can extract information about</li></ul>	A local history study, such as:	<ul><li>boycott</li><li>protest</li></ul>	Watch Teacher video: Sources of
Why did some	using the census.	women from different censuses of		- suffrage	evidence Pupil video:
women refuse to		the same year.	- a study over time tracing how several aspects of national	- suffragette	No vote, no census!
fill out the census		- I can use primary sources to make a	history are reflected in the locality (this can go beyond	- suffragist	Have ready
in 1911?		visual timeline about women's	1066);	- suffrage	Presentation: Expand
		suffrage in Britain.	a study of an aspect of history or a site dating from a     period beyond 1066 that is significant in the locality.	movement	and add detail.
			period beyond 1000 that is significant in the locality.		Presentation: The
					1911 Census. Sugar
					paper (one between
					four). Scissors (one
					between two). Glue
					sticks (one between
					four). Link: Kapow Primary timeline.
					Print Resource: The
					Maund household
					1911 (one between
					two). Activity: Visual
					timeline (one
					between four).
					Resource: Talk
					sentences (support -
					see Adaptive
					teaching). Resource:
					Women's suffrage
					glossary (support - see Adaptive
					teaching).
Five:	To investigate how the census	- I can use the census to verify facts in	A local history study, such as:	- biography	Watch Teacher
	changed by following the life	a secondary source.	- a study over time tracing how several aspects of national	- secondary source	video: Continuity and
What changed in	of Evelyn Dove.	- I can recognise that the census	history are reflected in the locality (this can go beyond	- The National	change Pupil video:
the 1921 Census?		captures only a snapshot of a	1066);	Archives	The 1921 Census
		person's life.	- a study of an aspect of history or a site dating from a	- verify	Have ready
		- I can identify the changes between	period beyond 1066 that is significant in the locality.		Presentation: Gimme
		the 1911 and 1921 census.			five! Presentation:
					Evelyn Dove in 1911.
					Presentation: Evelyn Dove in 1921. The
					Resource:
					Knowledge
					organiser: History:
					What can the census
					tell us about local
					areas? (support –
					see Adaptive
					teaching). Link: 1971
					Census by household
					form
					Print Resource: A
					biography of Evelyn
					Dove (one teacher copy). Resource:
					1911 Census (one
1					between two).
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					Resource: 1921
					Census (one
					between two).
					Activity: Census
					changes (one
					between two).
					Answer sheet:
					Census changes (one
					teacher copy).
Six:	To conduct an enquiry about	- I can choose an enquiry question.	- A local history study, such as:	- Gazetteers	Watch Teacher
	my local area using the	- I can plan my enquiry.	- a study over time tracing how several aspects of national	- historical enquiry	video: A local area
Who lived in our	census.	- I can use the census to find answers	history are reflected in the locality (this can go beyond	- local history	enquiry Have ready
local area in the	ecrisus.	to my enquiry question.	1066);	local miscory	Presentation: Agree
past?		to my enquiry question.	- a study of an aspect of history or a site dating from a		or disagree.
past:			period beyond 1066 that is significant in the locality.		Presentation:
			period beyond 1000 that is significant in the locality.		Discussion time.
					Presentation: What
					does a local historian do? Presentation:
					Our local area.
					Presentation:
					Planning. Link:
					Google Street View.
					Modern and
					historical images of a
					local street uploaded
					to slides 1 and 2 of
					the Presentation:
					Our local area
					(optional – see
					Teacher knowledge).
					A variety of sources
					for the children to
					use in their enquiry
					(see Teacher
					knowledge). Link:
					Assessment – History
					Y6: What can the
					census tell us about
					local areas? (optional
					- see Wrapping up).
					Print Activity: A local
					area enquiry (one
					each). Activity: A
					local area enquiry:
					support version (see
					Adaptive teaching).
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## History - Year 6- Medium Term Plan Spring 2, Unit 2: What was the impact of WW2 on the people of Britain?

_	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	
One: Why did Britain go to war in 1939?	To identify the causes of World War 2 using a timeline.	<ul> <li>I can sequence events leading to World War 2 on a timeline.</li> <li>I can match the cause of an event to its consequence.</li> <li>I can explain what appeasement is.</li> </ul>	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	- Adolf Hitler - advancement - alliance - appeasement - cause - conflict - consequence - dictator - Nazi Party - Neville Chamberlain - tension - territories	Watch Teacher video: What was the impact of World War 2 on the people of Britain? Unit overview Teacher video: Teaching chronology Teacher video: Cause and consequences Teacher video: Causes of World War 2 Have ready Presentation: Neville Chamberlain's announcement. Presentation: Timeline talk. Presentation: Map of Europe 1940. Sugar paper approximately 100 cm wide (more than one sheet if necessary – one 100 cm sheet per group of four). Rulers (one per group). Gluesticks (one between two). Scissors (one between two). Link: Kapow Primary timeline. Link: Assessment – History Y6: What was the impact of World War 2 on the British people? (optional – see Recap and recall). Print Resource: Event cards (one set per group of four). Resource: Knowledge organiser - History: What was the impact of World War 2 on the British people? (optional - see Teacher knowledge). Resource: Unit vocabulary (optional - one class set for display).
Two:  How did the Battle of Britain affect the Royal Air Force?	To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.	I can explain what happened in the Battle of Britain.     I can describe the possible feelings of the aircrew.     I can record information from oral histories.	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.     to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	- Airforce - Battle of Britain - Luftwaffe - Operation Sea Lion - oral history - RAF (Royal Air Force)	Watch Teacher video: Oral histories History in action: Working as an oral historian Have ready Presentation: Anagrams. Presentation: The Battle of Britain. Link: BBC History - The Battle of Britain and beyond.* Link: BBC - Former fighter pilot recalls the RAF's finest hour.* Link: BBC - What was it like to fly in the Battle of Britain?* Link: Coming from Jamaica to serve in the RAF. Print Resource: Word mat (support - see Adaptive teaching).

Three: What do sources tell us about the Blitz?	To make inferences about the Blitz using photographs.	I can recall where and when the Blitz happened.     I can use the details in a photograph to make deductions about the Blitz.     I can describe the impact of bombing campaigns on people's lives in 1940.	a study of an aspect or theme in     British history that extends pupils'     chronological knowledge beyond     1066.     to develop a chronologically secure     knowledge and understanding of     British, local and world history,     establishing clear narratives within and     across the periods they study.	- air raid - air raid shelter - air raid warden - Anderson shelter - Blackout - bombing campaign - The Blitz	Resource: Oral histories (one each). Resource: Oral histories - support version (see Adaptive teaching).  Watch Teacher video: Using sources Pupil video: Using sources Have ready Presentation: Agree or disagree? Presentation: Blitz photographs. Glue each photograph from the Resource: Photographs onto separate sheets of sugar paper (one sheet per group of six). Colouring pens (one set per group of six). Link: BBC History - The Blitz. Print Activity: Photographs (one class set). Resource: Photographs information (one teacher copy).
Four: What was evacuation like?	To investigate evacuation experiences using oral and printed records.	<ul> <li>I can make deductions about evacuation from different sources.</li> <li>I can compare the different experiences children had.</li> <li>I can evaluate the reliability of sources when answering a specific question.</li> </ul>	<ul> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> </ul>	- Anderson shelter - blackout - evacuation - evacuee - expectant mother - gas mask - host family - identity tag - infirm - neutral	Watch Teacher video: Evacuation Have ready Presentation: Gimme five! Presentation: Printed records. Presentation: An evacuee's childhood. Presentation: A propaganda poster. Audio playback devices (optional – see Adaptive teaching). Print Activity: Evacuation experiences (one per group of four).
Five:  Did World War 2 change women's roles?	To investigate the impact of WW2 on women's lives using visual and written sources.	I can use wartime posters to make deductions about women's jobs in WW2.     I can describe how the experiences of women compared before, during and after WW2.     I can explain which sources are more useful to answer the enquiry question.	a study of an aspect or theme in     British history that extends pupils'     chronological knowledge beyond     1066.     to develop a chronologically secure     knowledge and understanding of     British, local and world history,     establishing clear narratives within and     across the periods they study.     understand how our knowledge of the     past is constructed from a range of     sources.	- accurate - Auxiliary Territorial Service (ATS) - claim - domestic labour - munitions factory - perspective - propaganda - stereotype - Women's Auxiliary Air Force (WAAF) - Women's Land	Watch Teacher video: Women's roles in WW2 Have ready Presentation: Fact Tennis. Presentation: Wartime posters. Presentation: A historian's claim. Presentation: Ranking the sources. Link: We'll meet again by Vera Lynn on VideoLink Print Activity: Women's roles (one between four). Resource: Talk sentences (support - see Adaptive teaching).
Six:  Why did some people migrate to Britain after World War 2?	To explore the lives of migrants after WW2 through podcasts, posters and photographs.	<ul> <li>I can discuss the reasons some people migrated to Britain during and after World War 2.</li> <li>I can make deductions about their experiences from different sources.</li> <li>I can present my learning about the Windrush generation through a blog.</li> </ul>	<ul> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> </ul>	- African-Caribbean - British Empire - colonise - colony - cultural exchange - emigration - immigration - migrant - migration	Watch Pupil video: The Windrush generation Have ready Presentation: Quizmaster. Presentation: Recruitment poster. Presentation: Blog. Presentation: Visual, vocal and verbal. The Resource: Knowledge organiser: History – What was the impact of World War 2 on the people of Britain? (optional – see Adaptive teaching). Whiteboards and pens

		- Windrush generation	(one between two). Sugar paper (one sheet per group of six).
			Sticky notes (three per group of
			six). Link: Windrush stories. Link:
			Assessment – History Y6: What
			was the impact of World War 2 on
			the people of Britain? (optional –
			see Wrapping up). Print Resource:
			Windrush sources (one per table).
			Resource: Windrush stories
			transcripts (support - see
			Adaptive teaching).





## History - Year 6 Transition Unit - Medium Term Plan Summer 2, Unit 3: What was the Sikh Empire?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:	To explore the purpose and	- I can describe what a census is and	- A local history study.	- census	Watch Teacher
	creation of a census.	what it is used for.		- census data	video: What can the
What is the		- I can extract information from a		- census return	census tell us about
census?		census.		- condition	local areas? Unit
		- I can collect information for a class		- enumerator	overview Teacher
		census.		- enumeration	video: Historical
		-		books	enquiry using the
				- head of household	census Pupil video:
				- inference	The census Have
				- schedule	ready Presentation:
				- transcript	The 1851 census.

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				-	Link: Assessment –
					History Y6: What can
					the census tell us
					about local areas?
					(optional – see
					Attention grabber).
					Print Resource: 1851
					Census (one
					between two).
					Resource: 1851
					Census transcript
					(one between two).
					Activity: Filling in a
					census (one each).
					Resource: Census
					glossary (support -
					see Adaptive
					teaching). Resource:
					Knowledge
					organiser: History -
					What can the census
					tell us about local
					areas? (optional - see
					Teacher knowledge).
					Resource: Unit
					vocabulary (optional
					- one class set for
					display).
Two:	To create questions about	- I can use a range of sources to build	- A local history study.	- carding	Watch Teacher
140.	Victorian children using a	on my knowledge of Victorian child	Triocal history study.	- child labour	video: Developing
What can we	range of sources.	labour.		- commissioner	questioning Pupil
learn about	range of sources.	- I can use sources to develop my		- flax	video: Using sources
Victorian children		questioning skills.		- flax mill spinner	(optional) Have
from the census?		- I can consider the limitations of		- joiner	ready Presentation:
Hom the tensus:		Victorian censuses.		- observation	3, 2, 1. Presentation:
		Victoriali censuses.		- reliable	Mary Bucktrout.
				- shilling	
				- William Dodd	Presentation: Mary
				- William Dodd	Bucktrout years later.
					Whiteboards and
					pens (one each).
					Link: Kapow Primary
					timeline. The
					Resource:
					Knowledge
					organiser: History:
					What can the census
					tell us about local
1	•	1		1	areas? (support –
					see Adaptive
					see Adaptive teaching). Print
					see Adaptive teaching). Print Resource: Henrietta's
					see Adaptive teaching). Print Resource: Henrietta's story (one teacher
					see Adaptive teaching). Print Resource: Henrietta's story (one teacher copy). Activity:
					see Adaptive teaching). Print Resource: Henrietta's story (one teacher

Three:  What does the census suggest about the jobs available in the 1800s?	To explore the jobs available in the past using the census.	I can extract information about jobs from the census.     I can compare the jobs available in the past and now.     I can infer the type of job a Victorian person may have done.	- A local history study.	- class - domestic servant - governess - middle class - Office for National Statistics (ONS) - occupation - Scholar - statistics - working class	between two). Activity: Extract from the 1841 Census (one between two). Activity: Developing questioning (one each). Activity: Developing questioning: support version (see Adaptive teaching). Have ready Presentation: In the spotlight. Presentation: Occupations in 2021. Presentation: Matching activity answers. Presentation: Kaposts example. Whiteboards and pens (one between two). Print Resource: Watercourse Alley (one between two). Activity: Character profile (pre-cut, one between four). Activity: Victorian job advertisements (one between four). Activity: Kaposts! (pre-cut, one each).
Four:  Why did some women refuse to fill out the census in 1911?	To make inferences about women's lives in the 1900s using the census.	I can describe what suffrage means.     I can extract information about women from different censuses of the same year.     I can use primary sources to make a visual timeline about women's suffrage in Britain.	a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066);     a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	- boycott - protest - suffrage - suffragette - suffragist - suffrage movement	Watch Teacher video: Sources of evidence Pupil video: No vote, no census! Have ready Presentation: Expand and add detail. Presentation: The 1911 Census. Sugar paper (one between four). Scissors (one between two). Glue sticks (one between four). Link: Kapow Primary timeline. Print Resource: The Maund household 1911 (one between two). Activity: Visual

					timeline (one between four). Resource: Talk sentences (support - see Adaptive teaching). Resource: Women's suffrage glossary (support - see Adaptive teaching).
Five: What changed in the 1921 Census?	To investigate how the census changed by following the life of Evelyn Dove.	<ul> <li>I can use the census to verify facts in a secondary source.</li> <li>I can recognise that the census captures only a snapshot of a person's life.</li> <li>I can identify the changes between the 1911 and 1921 census.</li> </ul>	A local history study, such as:  - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066);  - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	- biography - secondary source - The National Archives - verify	Watch Teacher video: Continuity and change Pupil video: The 1921 Census Have ready Presentation: Gimme five! Presentation: Evelyn Dove in 1911. Presentation: Evelyn Dove in 1921. The Resource: Knowledge organiser: History: What can the census tell us about local areas? (support – see Adaptive teaching). Link: 1971 Census by household form Print Resource: A biography of Evelyn Dove (one teacher copy). Resource: 1911 Census (one between two). Resource: 1921 Census (one between two). Activity: Census changes (one between two). Answer sheet: Census changes (one teacher copy).
Six:  Who lived in our local area in the past?	To conduct an enquiry about my local area using the census.	<ul> <li>I can choose an enquiry question.</li> <li>I can plan my enquiry.</li> <li>I can use the census to find answers to my enquiry question.</li> </ul>	<ul> <li>A local history study, such as:</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066);</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<ul> <li>Gazetteers</li> <li>historical enquiry</li> <li>local history</li> </ul>	Watch Teacher video: A local area enquiry Have ready Presentation: Agree or disagree. Presentation: Discussion time. Presentation: What does a local historian do? Presentation:

		Our local area.
		Presentation:
		Planning. Link:
		Google Street View.
		Modern and
		historical images of a
		local street uploaded
		to slides 1 and 2 of
		the Presentation:
		Our local area
		(optional – see
		Teacher knowledge).
		A variety of sources
		for the children to
		use in their enquiry
		(see Teacher
		knowledge). Link:
		Assessment – History
		Y6: What can the
		census tell us about
		local areas? (optional
		– see Wrapping up).
		Print Activity: A local
		area enquiry (one
		each). Activity: A
		local area enquiry:
		support version (see
		Adaptive teaching).
<u> </u>		Auaptive teaching).