



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.

		- I can consider the limitations of Victorian censuses.		- shilling - William Dodd	Presentation: Mary 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: 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	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). 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).

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 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.	- 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.	- I can use the census to verify facts in a secondary source. - I can recognise that the census captures only a snapshot of a person's life. - I can identify the changes between the 1911 and 1921 census.	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.	- I can choose an enquiry question. - I can plan my enquiry. - I can use the census to find answers to my enquiry question.	- 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.	- Gazetteers - historical enquiry - local history	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).



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.	- I can sequence events leading to World War 2 on a timeline. - I can match the cause of an event to its consequence. - I can explain what appeasement is.	- 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).

					Resource: Oral histories (one each). Resource: Oral histories - support version (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	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.	- I can make deductions about evacuation from different sources. - I can compare the different experiences children had. - I can evaluate the reliability of sources when answering a specific 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.	- 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.	- I can discuss the reasons some people migrated to Britain during and after World War 2. - I can make deductions about their experiences from different sources. - I can present my learning about the Windrush generation through a blog.	- 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.	- 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).
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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: 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. - I can consider the limitations of Victorian censuses.	- A local history study.	- carding - child labour - commissioner - flax - flax mill spinner - joiner - observation - reliable - shilling - William Dodd	Watch Teacher video: Developing questioning Pupil video: Using sources (optional) Have ready Presentation: 3, 2, 1. Presentation: Mary Bucktrout. Presentation: Mary 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: 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	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). 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).
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 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.	- 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.	- I can use the census to verify facts in a secondary source. - I can recognise that the census captures only a snapshot of a person's life. - I can identify the changes between the 1911 and 1921 census.	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.	- I can choose an enquiry question. - I can plan my enquiry. - I can use the census to find answers to my enquiry question.	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.	- Gazetteers - historical enquiry - local history	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).
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