



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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - A local history study. 	<ul style="list-style-type: none"> - 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

					<p>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).</p>
<p>Two: What can we learn about Victorian children from the census?</p>	<p>To create questions about Victorian children using a range of sources.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - A local history study. 	<ul style="list-style-type: none"> - carding - child labour - commissioner - flax - flax mill - spinner - joiner - observation - reliable - shilling - William Dodd 	<p>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?</p>

					(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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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).

					<p>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).</p>
<p>Four:</p> <p>Why did some women refuse to fill out the census in 1911?</p>	<p>To make inferences about women's lives in the 1900s using the census.</p>	<ul style="list-style-type: none"> - 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. 	<p>A local history study, such as:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - boycott - protest - suffrage - suffragette - suffragist - suffrage movement 	<p>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</p>

					(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 style="list-style-type: none"> - 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. 	<p>A local history study, such as:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - biography - secondary source - The National Archives - verify 	<p>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</p>

					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 style="list-style-type: none"> - I can choose an enquiry question. - I can plan my enquiry. - I can use the census to find answers to my enquiry question. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Gazetteers - historical enquiry - local history 	<p>Watch Teacher video: A local area enquiry</p> <p>Have ready</p> <p>Presentation: Agree or disagree.</p> <p>Presentation: Discussion time.</p> <p>Presentation: What does a local historian do?</p> <p>Presentation: Our local area.</p> <p>Presentation: Planning. Link: Google Street View. Modern and historical images of a local street uploaded to slides 1 and 2 of the</p> <p>Presentation: Our local area (optional – see Teacher knowledge). A variety of sources for the children to use in their enquiry</p>

					<p><i>(see Teacher knowledge).</i></p> <p><i>Link: Assessment</i></p> <p><i>– History Y6:</i></p> <p><i>What can the census tell us about local areas? (optional</i></p> <p><i>– see Wrapping up). Print</i></p> <p><i>Activity: A local area enquiry (one each).</i></p> <p><i>Activity: A local area enquiry: support version (see Adaptive teaching).</i></p>
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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?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Why did Britain go to war in 1939?	To identify the causes of World War 2 using a timeline.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. - 	<ul style="list-style-type: none"> - Adolf Hitler - advancement - alliance - appeasement - cause - conflict - consequence - dictator - Nazi Party - Neville Chamberlain - tension - territories 	<p>Watch Teacher video: What was the impact of World War 2 on the people of Britain? Unit overview</p> <p>Teacher video: Teaching chronology</p> <p>Teacher video: Cause and consequences</p> <p>Teacher video: Causes of World War 2</p> <p>Have ready</p> <p>Presentation: Neville Chamberlain's announcement.</p> <p>Presentation: Timeline talk.</p> <p>Presentation: Map of Europe 1940.</p> <p>Sugar paper approximately 100 cm wide (more than one sheet if necessary – one 100 cm sheet per group of four).</p> <p>Rulers (one per group).</p> <p>Gluesticks (one between two).</p> <p>Scissors (one between two).</p> <p>Link: Kapow Primary timeline.</p> <p>Link: Assessment – History Y6: What was the impact of World War 2 on the British people? (optional – see Recap and recall).</p> <p>Print Resource: Event cards (one set per group of four).</p> <p>Resource: Knowledge organiser - History: What was the impact of World War 2 on</p>

					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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Anderson shelter - blackout - evacuation - evacuee - expectant mother - gas mask - host family - identity tag - infirm - neutral 	<p>Watch</p> <p>Teacher video: Evacuation</p> <p>Have ready Presentation: Gimme five! Presentation: Printed records.</p> <p>Presentation: An evacuee's childhood. Presentation: A propaganda poster. Audio playback devices (optional – see Adaptive teaching).</p> <p>Print Activity: Evacuation experiences (one per group of four).</p>
Five: Did World War 2 change women's roles?	To investigate the impact of WW2 on women's lives using visual and written sources.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - accurate - Auxiliary Territorial Service (ATS) - claim - domestic labour - munitions factory - perspective - propaganda - stereotype - Womens Auxiliary Air Force (WAAF) - Women's Land 	<p>Watch</p> <p>Teacher video: Women's roles in WW2</p> <p>Have ready Presentation: Fact Tennis.</p> <p>Presentation: Wartime posters. Presentation: A historian's claim.</p> <p>Presentation: Ranking the sources. Link: We'll meet again by Vera Lynn on VideoLink</p> <p>Print Activity: Women's roles (one between four).</p> <p>Resource: Talk sentences (support - see Adaptive teaching).</p>
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 style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - African-Caribbean - British Empire - colonise - colony - cultural exchange - emigration - immigration - migrant - migration 	<p>Watch Pupil video: The Windrush generation</p> <p>Have ready Presentation: Quizmaster. Presentation: Recruitment poster.</p> <p>Presentation: Blog.</p> <p>Presentation: Visual, vocal and verbal. The Resource: Knowledge organiser: History – What was the</p>

			<i>within and across the periods they study.</i>	<i>- Windrush generation</i>	<i>impact of World War 2 on the people of Britain? (optional – see Adaptive teaching). Whiteboards and pens (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).</i>
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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.	<ul style="list-style-type: none"> - 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. - 	<ul style="list-style-type: none"> - A local history study. 	<ul style="list-style-type: none"> - 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

					<p>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).</p>
<p>Two: What can we learn about Victorian children from the census?</p>	<p>To create questions about Victorian children using a range of sources.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - A local history study. 	<ul style="list-style-type: none"> - carding - child labour - commissioner - flax - flax mill - spinner - joiner - observation - reliable - shilling - William Dodd 	<p>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?</p>

					(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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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).

					<p>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).</p>
<p>Four: Why did some women refuse to fill out the census in 1911?</p>	<p>To make inferences about women's lives in the 1900s using the census.</p>	<ul style="list-style-type: none"> - 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. 	<p>A local history study, such as:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - boycott - protest - suffrage - suffragette - suffragist - suffrage movement 	<p>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</p>

					(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 style="list-style-type: none"> - 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. 	<p>A local history study, such as:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - biography - secondary source - The National Archives - verify 	<p>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</p>

					<p>Census (one between two). Activity: Census changes (one between two). Answer sheet: Census changes (one teacher copy).</p>
<p>Six: Who lived in our local area in the past?</p>	<p>To conduct an enquiry about my local area using the census.</p>	<ul style="list-style-type: none"> - I can choose an enquiry question. - I can plan my enquiry. - I can use the census to find answers to my enquiry question. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Gazetteers - historical enquiry - local history 	<p>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</p>

					<p><i>(see Teacher knowledge).</i></p> <p><i>Link: Assessment – History Y6: What can the census tell us about local areas? (optional – see Wrapping up). Print</i></p> <p><i>Activity: A local area enquiry (one each).</i></p> <p><i>Activity: A local area enquiry: support version (see Adaptive teaching).</i></p>
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