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**End Point**

**How did WW2 impact the past and the present?**

Fab Finish **– Assembly**

KWL

1. K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

Sequence the chronology of history

2a. Timelines – children’s lives in order on a timeline – using the span of time to place the events numerically.

2b. Timelines - awareness of how relatively recent WW2 is compared to previously studied periods of history (linked to 3)

3. Events in WW2 period in sequence (start with WW1)

Interpret the past using sources and artefacts

5. Recap primary and secondary sources in a familiar context. Discuss reliability and bias.

- Photos and newspaper reports. - Maps of countries involved. - Propaganda posters to be shown.

- Fact/opinion to be discussed.

6. Visit to Kelham Island Museum (WW2 workshop)

Continuous. Select relevant sources to answer questions about WW2. Books, newspapers, statistics to be given – chn to use headlines to check which would be the best to use to answer the questions.

Consider the past from different points of view

12-13. Find out about contrasting leadership regimes (democracy and dictatorship)

MB to write a ‘simple’ report on both ‘Parliaments’ and how they operated – at a basic level. Chn to look at similarities and differences. Write a paragraph about this.

15. Persuasive argument about leadership styles. Using the previous P4C, they write about effectiveness.

10-11. Billets? Evacuees? City to countryside, Emotions etc.

Explore the impact of people in historical events

14. Hitler? Churchill? Debate/P4C about leadership styles and if they were effective.

Identify the similarities, differences or changes throughout time

7-9. What impact did the war have on women? Children? Men? Cities? Countryside? How did their role(s) in society change?

16. Reflect back on learning so far. How has that impacted us today? How are roles/families etc different today. Use their own peronal ‘lives and families’ to compare the differences.

17. Time to research and prepare on their area for Fab Finish. Chn pick an area they enjoyed and go into greater depth.

Reflection

18. Written reflection to go on final page in folders and added to Uni Files.

Continuous. Support the children with a plenary at the end of every session that gives time and a place for children to summarise what they have learnt and how this links to the question? We will support them by gathering ideas together as a class and then allowing children to make their own additional notes too.

They would then have lots to refer to in order to present their response to the question.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* A local history study
 | * Recognise primary and secondary sources as a way to find out about aspects of the past.
* Evaluate a range of sources, including linking them and suggesting reasons for omissions and how historians came to certain conclusions.
* Place the period of history studied on a timeline and sequence up to 10 events.
* Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings; also comparing these to another time period studied.
* Use evidence to support and illustrate an explanation on the causes and effects of a past event.
* Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them.
* Identify and describe reasons for, and results of, historical events, situations and changes within and across different periods.
* Show understanding that aspects of the past have been represented and interpreted in different ways, and give reasons for this.
 | * Have sense of time over historical periods
* Know the difference between primary and secondary sources.
* Understand that different experiences give people a different point of view
* Understand that the actions of an individual can make a big difference
* Be able to compare my life with the historical period
* Question what is the same and what is different between time periods
 | SequenceChronology/chronological orderPrimary/secondary sourceArtefactInterpretViewpointBiasValidity Past/present/futureConnectionsContrastsTrendsSimilaritiesDifferencesChanges Significance EventsImpact Time period  |