

Year 6 History Autumn Term

This term in History, we are exploring an event in British history that extends our chronological knowledge beyond 1066- WW2

Our Key Learning Objectives	Red	Orange	Green
I can explore the events that led to the outbreak of WWII- causes			
I can tell who Winston Churchill was and why we remember him			
I can recount events of the Dunkirk evacuation considering the significance of different parts of the story			
I can learn about key events and features of the Blitz and its impact on different cities- consequences			
I can explain how WWII affected children in Britain- consequences			
I can explore the role of men and women during WWII- similarities and differences			
I can explore food and nutrition during WWII- continuity and change			
I can evaluate the validity of a range of sources when learning about Anne Frank and her diary			
I can understand the events leading to the end of the war, the surrender of countries, the battle of Berlin and death of Hitler- significance and interpretations			

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

Primary evidence

A piece of evidence that was created during the time period being studied.



Secondary evidence

A piece of evidence that was created after the time period being



Interpretation

A way of understanding and explaining something.



Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941, during WWII.



Period

A length or portion of time.



Evacuee- someone who has been sent away from a dangerous place to somewhere safe, especially during a war.



The Axis powers

(Germany, Italy, Japan) were opposed by the Allied Powers (led by Great Britain, the United States, and the Soviet Union)



Anne Frank was a German girl and Jewish victim of the Holocaust who is famous for keeping a diary of her experiences.



Write down any questions you would like to explore further.

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Beacon 3

- **Recall key facts about a significant person, including accurate dates**
- **Recall key facts about a significant event, including accurate dates**
- **Create timelines that include detailed information**
- **Consider the significance of similarities and differences in different periods/locations**
- **Evaluate the validity of a range of sources when describing an event or person**
- **Include opinion when describing historical events and significant figures in your own words**
- **Refer to sources to describe events or significant figures in your own words**

Year 6 History Spring Term

This term in History, we are exploring the history of The Mayan Civilisation

Our Key Learning Objectives	Red	Orange	Green
I can order key events chronologically and establish a clear narrative within and across Mayan Civilisation period			
I can explain where and how Mayan Civilisation starts and why it ends- cause and consequence			
I can devise historically valid <i>questions</i> about the similarities and differences between the different periods in Mayan civilisation			
I can make informed <i>responses</i> about the similarities and differences between the different periods in Maya civilisation			
I understand how our knowledge of the past is constructed from a range of sources.			
I include opinions when explaining what made Mayan Civilisation last so long- continuity and change . I can do this in my own words.			
I refer to sources to describe sites and cities built throughout the history of Mayan civilisation. I can do this in my own words.			

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

<p>Sacred carvings. Can be read left to right or right to left.</p> <p>hieroglyphic</p>	<p>Primary evidence A piece of evidence that was created during the time period being studied.</p>	<p>Interpretation A way of understanding and explaining something.</p>	<p>Important leaders of the Mayan civilisation.</p> <p>warrior priest king</p>
<p>Period A length or portion of time.</p>	<p>Secondary evidence A piece of evidence that was created after the time period being</p>	<p>Opinion A view or judgement formed about something, not necessarily based on fact or knowledge.</p>	<p>Civilisation The society and way of life in a particular area and time.</p>

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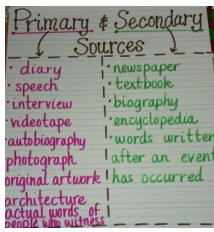



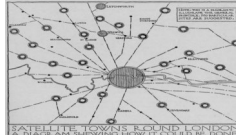

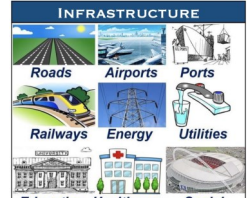
Year 6 History Summer Term

This term in History, we are exploring **A local history study: Thinking New Towns- Stevenage**

Our Key Learning Objectives			
I can explain the causes for building New towns- local context after WWII			
I can explain similarities and differences between a new town and other towns developed through time.			
I can include my opinion when writing about the consequences of building new towns- for or against			
I can refer to sources to describe the new features implemented in Stevenage: roundabouts, pedestrian town centre and cycle ways- continuity and change			
I can create a timeline of key events in Stevenage.			

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

<p>Primary evidence A piece of evidence that was created during the timer period being studied.</p> 	<p>Secondary evidence A piece of evidence that was created after the time period being studied.</p> 	<p>Interpretations A person's way of understanding and explaining something.</p> 	<p>Opinion A view or judgement formed about something, not necessarily based on fact or knowledge.</p> 
<p>Period A length or portion of time.</p> 	<p>New Town movement refers to towns that were built after World War II as a remedy to overcrowding and congestion or to scattered ad hoc settlements.</p> 	<p>Significance The quality of being worthy of attention and importance.</p> 	<p>Infrastructure represent the facilities which support modern daily life like water supply, sewage plants, housing, roads, cable networks, food supply facilities, schools, hospitals, etc</p> 

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