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| O:\Leighton Academy Logo JPEG.jpg | Year 6 Scheme of Work  2022-2023 | **Coordinator: Joanne Leigh**  **Last updated: JL July 2022** |
| **Statutory requirements (National Curriculum)** | **Leighton essentials** | **Suggested activities** |
| * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | A study of battles and wars in British history that extends pupils’ chronological knowledge beyond 1066 (whole year)  John Blanke – why was it important that he was the first black person to be portrayed?  How did he do this? What were his connections to Henry VIII?  Raz Ahmed – A local history Biography (Orange Books).  Who was he?  Where does he fit on the timeline?  Why did he come to Crewe?  What did he achieve? | Difference between wars and battles  WW1 Including work with local historian  Discuss triple alliance and triple entente and identify the countries on a map  Timeline of key events for each side  Drama – children in role as a country explaining their countries viewpoint  Using written sources to find out about the outbreak of war  Find out about life on the western front using photos use primary sources to infer meaning an what life was like in the trenches  **Timeline of events** including significant eras, monarchs and events between 1485 and 1901.  **Battle of Bosworth.** War of the Roses. Tudor and English Rose. Catholic and protestant (writing activity).  **Who was Henry VIII?** Discussion of the reliability of primary and secondary source of evidence.  Why did Henry VIII have so many wives? To draw conclusions about why Henry VIII had so many wives.  **Crime and Punishment. To** make inferences based on a range of evidence. To compare Tudor life to today.  **Who was Elizabeth I? To** use a range of sources to answer questions about Queen Elizabeth I.  **Spanish Armada.** To use a range of sources tosummarise the events of the Spanish Armada.  **The Stuart era and the English Civil War. To** how the union of countries and the dissolvement of parliament led to civil wars (linked to ‘The Battle of Nantwich’).  **The Georgian era and the Industrial Revolution. To** understand the transition of monarch from Stuart to Hanover. To explore the factors leading to the birth of the Industrial Revolution (drama activity).  **Who was Queen Victoria? To** use a range of sources to answer questions about Queen Victoria.  **Victorian Life.** To explore and compare the different living conditions within the Victorian era.  **The Crimean War.** To understand what the Crimean War was and make comparisons to the Spanish Armada and the Battle of Bosworth. |
| * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. | Whole school remembrance activities (autumn)  British Justice – Baroness Lawrence  Igantius Sancho – how did these people change attitudes and how far has time changed opinions?  (Orange Books) | Look at the key words on the front cover- what do the children think they mean? Discuss the meaning of the words in relation to Baroness Lawrence’s experiences and achievements/impact.  Timeline of Baroness Lawrence’s life to be continued throughout the sessions.  Design a human rights poster – what are we trying to change?  Research/historical enquiry into how Baroness Lawrence has changed institutional racism.  Compare to recent events in the media. E.g. Black Lives Matter movement.  Have we moved on? – Open class debate – research and evidence based – reliability of resources?  How can the next generation help to stop this completely? What can your role be?  Refer to how Ignatius Sancho’s struggles relate to Baroness Lawrence. How have attitudes changed?  A comparison of times and different agendas. |