

INTENT

History Curriculum Year B: Planning, Progress and Long-Term Knowledge Growth

YEAR 5/6	Substantive historical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider history curriculum journey	Basic disciplinary training in history
Autumn Term WWII: The Battle of Britain	How the War Began – Britain declares war on Germany (Outbreak of War)	As well as helping to develop understanding of chronology beyond 1066, this unit helps secure knowledge of a significant turning point in British History, The Second World War, ensuring pupils leave primary school with a strengthened understanding of the changes that have occurred in Britain and the wider world that have shaped society as it is today. They will develop their knowledge of law & lawmakers, war & peace, communities, home life, food and farming, transport, communication, health & wellbeing and design & technology . Stories learned will ensure that words such as 'empire', 'politics', 'military', 'monument' and 'industry' are embedded.	This unit builds upon pupils' knowledge of significant turning points in British and global history developed in the KS1 unit 'The Great Fire of London'. Learning specific examples of such events in Britain since 1066, extends pupils' chronological knowledge and when combined with KS1 study into the Duke of Wellington and Florence Nightingale, and LKS2 studies of empire through the Romans, ensures a secure and broad knowledge of war & peace throughout history and how it has shaped society today. Combined with the study of the 'Space Race' and 'Victorians', pupils will understand the impact of technological development on their daily lives.	Significance: Why was the Battle of Britain a significant turning point in History? Pupils also consider cause & consequence of key events and aspects of WWII. Pupils consider evidence through museum loans and visits and interpretation of oral history.
	The Home Front: Land Girls, Rationing, Make Do & Mend, Dad's Army.			
	The Battle of Britain			
	Propaganda			
	The Blitz & Evacuees			
	Code Breaking – Bletchley Park			
	Winston Churchill (Churchill's Few, Speeches)			
	Dunkirk Remembrance			
	D Day Landings			
	Machines of the military (catalyst for invention)			
Coming to an end (VE and VJ day)				
The Holocaust. Study of Anne Frank				
Spring Term The Space Race	How the Space Race began	Providing knowledge and understanding of a significant turning point in national and global history, the Space Race helps pupils to strengthen a chronological understanding of changes that occurred in Britain and the	This unit builds upon pupils' prior knowledge of significant turning points in British and global history developed in the KS1 unit of 'Significant Individuals'. This will develop the understanding of the short time scales of	Significance: What was the impact of the Space Race nationally and globally?
	Propaganda			

	Inventions and expenditure	wider world that has shaped the world as we know it today. Pupils will learn about specific examples that detail the developments in design and technology , along with developing their awareness of trade, industry & money; war & peace; communities; transport and communication . This thematic study will ensure words such as 'technology', 'legacy', 'generation' and 'propoganda' are embedded.	the technological developments that have shaped society today compared to the lengthy time scales of previously studied empires. Pupils will used their prior knowledge of technologies from studies of civilisations, such as the Roman Empire and the Greeks in LKS2. This study also builds on previous studies of the Battle of Britain UKS2 and how the use of propaganda and transport technology have shaped modern history. There will be development of the conceptual understanding and complexities of war and peace from the previous studies of Romans and Vikings LKS2.	Pupils also consider cause & consequence of America and USSR earlier developments of rocket engineering since WW2. Pupils consider evidence through museum loans and visits (Bristol 'We The Curious' and the planetarium) and interpretation of oral history.
	Cold war and assassination of JFK			
	Moon landing and significance of this across the world			
	Technological advances in transport			
	Satellites and communication technology advance in technology			
Summer Term Ancient Maya Civilisation	When (and where) can we find the Ancient Maya civilisation?	This unit of study provides knowledge and understanding of a special non-European society in order for comparison and contrast to previous learning, especially Ancient Egypt, whilst also providing a specific chronological point in time. Pupils will develops a deeper knowledge of buildings and other structures, hieroglyphs and communication and the science and design & technology that impacted on the civilisation. The areas studied will also develop pupils knowledge of law and law makers; trade, industry and money; culture, sports and arts; religion, philosophy and beliefs; communities; home life; education and food and farming . Stories learned will ensure that words such as 'empire', 'ruler', 'civilisation' and 'industry' are embedded.	Building on the study of the Ancient Egypt civilization in UKS2, children will be able to compare and contrast many aspects of these times and see how they have impacted on the civilization. The skills of comparison and contrasts and the understanding of similarities and differences developed in KS1 and beyond will enable pupils to draw conclusions to and make connections in order to frame historically valid questions. The previous study of ancient civilisations in LKS2 (The Romans & Greeks) and previous work in UKS2 on The Ancient Egyptians will support the embedding on critical vocabulary and will build on their ability to weigh evidence, think critically, ask perceptive questions and make connections.	Significance: What was special about Ancient Mayans? What are the characteristic features of the Mayan society (past non-European)? Pupils understand methods of historical enquiry though the use of secondary resources . Pupils gain historical perspective of international history over specific time scales.
	Compare and contrast the Maya creation story.			
	The buildings of Chichen Itza and Zaculeu.			
	Living in a Mayan city life; houses and homes, decorations, work, food and fashion.			
	The important ball game Ulama.			
	The measurement of time and counting of the Maya civilisation.			
	The Maya calendar.			
	Mayan writing.			
	Gods and beliefs.			
	The important of masks in Ancient Mayan society.			
The importance of the findings and drawings of Frederick Catherwood and John Lloyd Stephens.				

	Church and society in Victorian times and beyond – Darwin’s Legacy.			
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