

Medium term Plan For Year 6 Cycle 2

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Prior Learning		
Autumn	Spring	Summer
<p>From Year 5- Summer Term Cycle 1 - Ancient Egypt</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Children will have studied depth specific areas of Ancient Egyptian history including:</p> <p>Key events and dates throughout the 3 kingdoms on a time line.</p>	<p><u>Autumn Term Cycle 2 - Hull and Proud (Fishing Trade)</u></p> <p>The children will know why Hull's fishing trade has been a significant part of its history including the rise/decline in whaling and fishing.</p> <p>They will understand what life was like working on a trawler and make comparisons to modern day fishing.</p> <p>They will know the impact of the Triple Trawler disaster and consequences i.e. Big Lil of Hull and</p>	<p>Spring Term Cycle 2 - A Study of Early Islamic Civilisation including a study of Baghdad. further planning to undertake</p> <p>Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still.</p> <p>They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900.</p>

<p>Studied life in Ancient Egypt: social classes, slavery, pharaohs, culture, beliefs and traditions e.g. mummification</p> <p>Will know about why Ramses was known as a great pharaoh and impact of the discovery of Tutankhamun.</p>	<p>her actions to protest for safety on trawlers.</p> <p>The children will make connections and links of the fishing trade to their local area and Hull and make comparisons of different periods of time and be able to sequence these effectively alongside debate.</p>	<p>Links can be made with other cultures that contributed to the formation of theories that are still used within modern day Britain.</p> <p>Children study personalities who undertook challenges on a huge scale to leave behind fascinating legacies.</p> <p>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p>
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Year 6 - Cycle 2

Hull and Proud (Fishing Trade)	Power of Nature	Never Forget (WW2)
<p><u>National Curriculum</u> <i>A local history study</i> -A depth study linked to one of the British areas of study listed above -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.</p> <p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (industry and technology) (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)</p> <p>I understand the impact of historical events on later periods of history (C&C)</p>	<p><u>National Curriculum</u> A non-European society that provides contrasts with British history - one study chosen. Early Islamic Civilisation including a study of Baghdad</p> <p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S & D)</p>	<p><u>National Curriculum</u> -A significant turning point in British history: the Battle of Britain -A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - Battle of Britain. -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: war) (C)</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in</p>

<p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts (CO&C)</p> <p>I am aware of some pivotal events and people in modern British history (S)</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions (HE)</p>	<p>I understand the impact of historical events on later periods of history (C&C)</p> <p>I can evaluate the impact of key historical people and events (S)</p> <p>I can use a range of information, including my own research, to present a historical argument (HE)</p>	<p>relation to one or more of the 4 key concepts (S & D)</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (c&c)</p> <p>I am aware of some pivotal events and people in modern British history (S)</p> <p>I can evaluate the impact of key historical people and events (S)</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.(HE)</p>
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End points

At the end of each unit the children will:

Autumn	Spring	Summer
<p>Know: Where different events fit on a timeline relative to the fishing industry in Hull What class of people worked in Hull's fishing industry About the Triple Trawler disaster and linking this to other key events in the history of Hull's Maritime history And the impact and consequences this caused Own written historical argument of the work of Big Lil What caused the decline in Hull's fishing industry and what impact this had on Hull using a variety of sources and evidence</p> <p>And know how to: Use different sources of information to draw conclusions and support opinions</p> <p>Apply these skills towards historical debates with supporting evidence to back facts/opinions</p>	<p>Know: That the EIC occurred at a similar time to Mayan and events in Benin About the spread of Islam in the Middle East How Baghdad developed as a city and how it also fell. How everyday life in Baghdad compared with other civilisations that existed at a similar time. About trade and travel including the silk road and spice routes</p> <p>And know how to: Use existing knowledge to present an argument as to which civilisation was the most developed, early Islam, Mayan or Benin I can use a range of information, including my own research, to present a historical argument</p> <p>-</p>	<p>Know: The key points in time relating to WW2 How planes differed during WW2 to modern day The key events in the Battle of Britain How the Battle of Britain was won That Hull subsequently was a heavily bombed city due to its location and use as a strategic port How life may have been different if the Battle of Britain had been lost</p> <p>And know how to: Use sources of information to determine information and evaluate their reliability and effectiveness whilst presenting this evidence in a variety of ways e.g. historical argument, debate, evaluation.</p> <p>-</p>

Year 6 History - Autumn Term 2

Hull and Proud (Fishing Trade)

National Curriculum: A local history study: -A depth study linked to one of the British areas of study listed above -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.

Key concepts Addressed

- **Community and culture** (architecture, art, **civilisation**, communication, **economy**, inspiration, myth, nation, religion, **settlement**, story, **trade**)
- **Conflict and disaster** (conquest, liberation, occupation, military, peace, plague, surrender, **treaty**, war)
- **Exploration and invention** (discovery, **migration**, **navigation**, progress, **tools**)
- **Hierarchy and power** (country, democracy, empire, equality, **government**, **law**, monarchy, oppression, parliament, **politics**, poverty, slavery)





Delivered through the following second order concepts

<i>Chronology C</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I can summarise and evaluate events on a timeline in relation to key concepts or themes (industry and technology) (C)
- I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)
- I understand the impact of historical events on later periods of history (C&C)
- I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts (CO&C)
- I am aware of some pivotal events and people in modern British history (S)
- I understand that some sources include facts and opinions and different evidence can lead to different conclusions (HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

Before start of this unit, children should visit Hull Maritime Museum during Autumn Term 1

Lesson	Objective	Activity
1	<p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (<i>industry</i> and technology) (C)</p> 	<p><u>Why was Hull once known as the greatest maritime city?</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>marine, whaling, fishing, trawler, industry, trade, technology, port/harbour</i></p> <p>Read and create a timeline of dates from relevant documents:</p> <ol style="list-style-type: none"> 1. mylearning.org - search 'Hull's fishing industry' and type in Hull whaling industry 2. KCOM site > History of Hull's whaling industry <p>Outcome: A timeline of Hull's Whaling & Fishing History</p>  <p>Summarise: produce a short summary (either pose a question e.g. Why did the whaling industry decline? Short paragraph) evaluating how the fishing <i>industry</i> has changed in Hull from earliest date on timeline to present day. Identify key/significant events/turning points.</p> <p>S & L : <i>debate/discussion around whaling and impact it has had on environment, towns, trades</i></p>

2	I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)	<p><u>What was it like to be a whaler?</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>marine, whaling, fishing, trawler, industry, trade, technology, port/harbour, blubber, harpoon, sperm whale (different species), vessel</i></p> <p>Introduction: show chn powerful images of whalers at sea, working on trawlers, back at harbours, images of whales/ships turned over, tiny boats, storms, vessels</p> <p>Hook: Show video of a whaler on boat if possible:</p> <p>Resource below to look at the profession and daily life/tasks https://www.kcomhome.com/hull2017/news/the-history-of-hull-s-whaling-industry/?kcomid=b471d883-7e4e-45f8-932b-c8e355e85135</p> <p>Outcome: diary entry of a whaler. Write 'a day in the life of' hunting & killing sperm whale, then returning back to main vessel to then gut it, get blubber, throw waste overboard. Conditions on board, dangers/risks, weather, pay (was it worth it?), feelings/emotions</p> <p>S & L: would you want to be a whaler? Why? Pros/cons</p>
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3	I understand the impact of historical events on later periods of history (C&C)	<p><u>Triple Trawler Disaster 1968</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>marine, whaling, fishing, trawler, industry, trade, technology, port/harbour, perish, survivor, victim, disaster</i></p> <p>Revisit timeline regarding how whaling industry ended and fishing industry took over.</p> <p>Discuss why Hull was an important fishing port - due to location and cheap work force.</p> <p>Touch on dangers of whalers and discuss was being a fisherman any safer?</p> <p>https://www.bbc.co.uk/news/uk-england-humber-42253251</p> <p>Use BBC website link above: video footage and recount of Harry Edom, only survivor (still alive today)</p> <p>Outcome: short newspaper report, headline, based on third trawler sinking, refer previous 2 trawler's sinking. Who/what/where/when/why/how? Interesting facts e.g. who survived?</p> <p>S + L: film each other being newsreaders reading out the report.</p>
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4	I am aware of some pivotal events and people in modern British history (S)	<p><u>Who was Big Lil?</u></p> <p>Introduce key vocabulary - comprehension of word meaning: <i>campaign, petition, persuade, headscarf, revolution, revolutionaries, rebellion, threat</i></p> <p>Recap on Triple Trawler Disaster and how terrible it was, and effect it had on the people of Hull.</p> <p>Tell the children they need to prepare some questions to ask 'Big Lil' -see BBC resource below for resources https://www.bbc.co.uk/news/uk-england-humber-42253251</p> <p>S + L: What did Big Lil want to achieve? Why/how did she do it? Children ask questions they have for Big Lil and teacher answers as Big Lil (hot seat).</p> <p><u>Outcome:</u> chn produce a simple persuasive written outcome explaining why they are following Big Lil's campaign and what it will achieve. E.g. 'I am following Big Lil because...</p> <ol style="list-style-type: none">1. She has united all the fishermen's wives of Hull in their fight for justice as too many men have been lost at sea.2. I believe all trawlers should be made safer and have radio contact. All fishermen should have that on board in case of a disaster. <p>Etc.</p>
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5	I understand that some sources include facts and opinions and different evidence can lead to different conclusions (HE)	<p>S+L - debate: Should we ban fishing in the North Sea? - pros and cons of whaling and fishing.</p> <p>Recap previous lessons' learning on the fishing industry and all that has happened, from over fishing, its dangers on the lives of men and women, impact and effect on environment/livelihoods.</p> <p>Split into FOR/AGAINST teams, think of key points and pros/cons. What would happen if we stopped fishing?</p> <p>Outcome: table of pros/cons under the debate question.</p>
6	I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts (CO&C)	<p>How has the fishing and whaling industry changed in Hull changed over time?</p> <p>Outcome: The Big Question: produce a written paragraph in response to this posed question, "Would you like to be a fishermen? Give facts and reasons, refer to timeline.</p>
<p>Vocabulary - introduce at the start of each lesson to ensure children's comprehension of word meaning and accessing learning. Key vocabulary provided within each individual lesson plan.</p>		

Year 6 History - Spring Term 2 A Study of Early Islamic Civilisation

National Curriculum: A non-European society that provides contrasts with British history - one study chosen. Early Islamic Civilisation including a study of Baghdad



Key concepts:

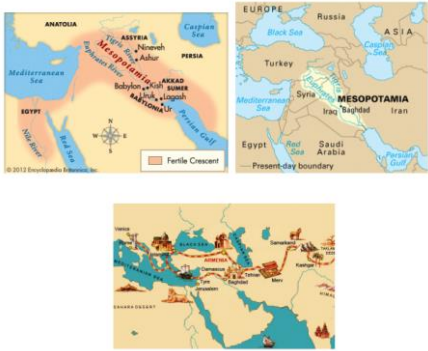
Second Order Concepts


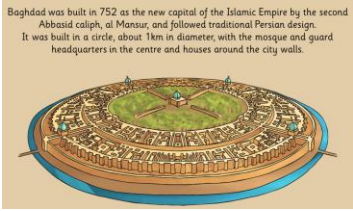
<i>Chronology (C)</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history (C)
- I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D)
- I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S & D)
- I understand the impact of historical events on later periods of history (C&C)
- I can evaluate the impact of key historical people and events (S)
- I can use a range of information, including my own research, to present a historical argument (HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
	Prior Learning <ul style="list-style-type: none"> • I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history (C) 	Islamic period - 762 Ad - 1258 AD Provide children with a broad timeline of historical periods covered so far within school (stone age, bronze age, iron age) Ancient Greece to Ancient Rome > Iron Age Britain

		<p>(Celts, Roman occupation) > Vikings in Britain > Great Fire of London 1666 > Victorians > Amy Johnson > WW2</p> <p>Check understanding of BC and AD by looking at images of Early Islamic civilisation. Children will predict, then know when the period of time is alongside other historical periods and recall what they can remember of these historical periods (armies, lifestyle, leaders, invasions)</p> <p>Geography - children will know why settlements are built near rivers.</p>
1	<ul style="list-style-type: none"> I can use a range of information, including my own research, to present a historical argument (HE) 	<p>Question: <i>Why did Baghdad rise to become a powerful hub in the Middle East?</i></p> <p>Vocabulary: culture, trade, hub, river, seas, fertile, crops, central, wealth, climate,</p> <p>Stoneferry Starter: Locate Baghdad on a world map and answer why is this a good location for a city. Label key factors of its position (e.g. location to water, farming, trade)</p> <p>Lesson: Research the location of Baghdad using the three maps (secondary sources) children to understand that trade routes, rivers, seas, quality of land (crops) central location within region) were all crucial in locating the city.</p> <p>Outcome: Write a short summary about why each factor (rivers, seas, quality of land etc) is crucial to location of a new settlement.</p>

		<p>Add justification to these reasons to show depth of progression from Year 5.</p> <p>Plenary: Why did the Vikings want to come to Britain? (Quality of land, crops, weather). Why would people want to come to Baghdad?</p>
2	<ul style="list-style-type: none"> I can undertake research in order to find similarities and differences between two or more periods of history (period 1 -Baghdad, period 2 - Vikings) and draw my own conclusions in relation to one or more of the 4 key concepts (S & D) 	<p>Question: How is Baghdad similar and different to an established Viking settlement?</p> <p>Vocabulary: moat, structure, defensive, walled, fields, fortified</p> <p>Stoneferry Starter: Once built, in 752 AD, what do you notice about how Baghdad was built and why do you think that was?</p>  <p><small>Baghdad was built in 752 as the new capital of the Islamic Empire by the second Abbasid caliph, al Mansur, and followed traditional Persian design. It was built in a circle, about 1km in diameter, with the mosque and guard headquarters in the centre and houses around the city walls.</small></p> <p>Lesson: Look at images (photos and illustrations) of Viking settlements, and images (photos and illustrations) of Baghdad in AD752</p> <p>S+L > discuss similarities and differences between the two types of settlements, buildings, houses, places of worship, trade, defences, transport (e.g. boats, travel), entertainment and culture.</p> <p>Outcome: write a conclusion Where would you rather live? A Viking settlement or Baghdad?</p>

		<p>Why? Use evidence from the lesson to support your reasons. Vote at the end -whole class.</p> <p>Plenary (S+L): make a judgment on which society was living in a more advanced way. Although Vikings were around in 750AD Britain (West), Baghdad (East) was more developed and advanced in comparison.</p>
3	<ul style="list-style-type: none"> I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D) 	<p>Question: What value did Baghdad put on learning and education? (compared to the Vikings)</p> <p>Vocabulary: education, House of Wisdom Bayt Al-Hikma, scholar, Arab, Persian, theories, algebra, scripture, collections, Caliph Harun Al-Rashid</p> <p>Stoneferry Starter: picture of a Roman settlement with the question - did the Romans think similar to the people that built Baghdad?</p>  <p>Lesson: (Bayt Al-Hikma, or 'The House of Wisdom', was built in AD 830 in Baghdad. It was founded by Caliph Harun Al-Rashid. He encouraged learning and invited scholars of different faiths to his court and treated them with great respect).</p> <p>Use a House of Wisdom PowerPoint to emphasise the importance of education and learning to the Early Islamic Civilisation and</p>

		<p>why they put so much emphasis on it. They should know that Baghdad at that time was the most educated city in the world with exploration and travel and bringing a rich culture back to Baghdad.</p> <p>Contrast this with the Viking's and how they transferred knowledge/education generationally within a closed society.</p> <p>Outcome: Write a letter as a scholar from Britain who has visited the House of Wisdom and is writing a letter home describing how enriching the House of Wisdom is and what has been learnt and discovered in Baghdad, House of Wisdom (e.. research facility, libraries, collections of books from all over world etc)</p> <p>Plenary: children to read their adverts out - how persuasive and detailed are they?</p>
4	<ul style="list-style-type: none"> I understand the impact of historical events on later periods of history (C&C) <p><i>Link to Yr5 Geography</i></p> <p><i>You will need primary sources:</i></p> <ul style="list-style-type: none"> pepper, ginger, cinnamon, cloves, nutmeg, cardamom, silk, ivory, sandalwood, porcelain, 	<p>Question: <i>How did Baghdad's trade impact on the rest of the world?</i></p> <p>Vocabulary: silk road, spice routes, trade, goods, pepper, cinnamon</p> <p>Stoneferry Starter: show a picture of Hull port, or a port - discuss what they can see happening, what is it used for? Why are ports important for a city?</p>

cotton, tea, paper,
salt, precious stones,
incense, gold#

Website links (Hamilton trust):

[Animation explaining the origins of the 'Silk Road'](#) - YouTube clip

[Biography of Leonardo Pisano](#) from
britannica.com

[Mapped locations of traded resources](#) from
silkroutes.net



Lesson:

Children need to be clear on the Silk Road and the Spice Route. Activity (practical) to show why Baghdad's central location was vital in trade but also enhanced its success as a city.

Open space - split chn into 4x key areas. Aim - show how Baghdad's position influenced trade. Game > Egypt - trade with Asia - they have to travel through the closest place to them (Baghdad) before continuing to Asia. Do same with other trades e.g Europe > Asia (but via Baghdad)



2. spice trade - get out spices and herbs. Do they recognise them? Let them smell products? What are they used for? Where do they come from?

Show PP (Twinkl) of Silk Road and discuss how Baghdad played such an important part in

		<p>trade and how this made links/connections across several continents for trading.</p> <p>Outcome: write a job advert from Spices are Us for the Baghdad Times who want to employ a Spice Merchant. Include - must be able to be away from home for lengthy periods abroad, multi-lingual, excellent at maths (trading, haggling), good communicator, can read maps (Spice/silk routes), be able to ride and control a camel, extensive knowledge of spice usage etc.</p> <p>Plenary (S+:L) : What would eating and food be like for us if cultured never traded goods and products?</p>
5	<ul style="list-style-type: none"> I can evaluate the impact of key historical people and events (S) <p><i>Teacher info:</i> The Siege of Baghdad. Mongols from Asia attacked Islamic lands, destroying the House of Wisdom and burning Baghdad. They threw millions of books into the river. The city never recovered its former glory, but the ideas lived on.</p>	<p>Question: <i>Why did Baghdad fall?</i></p> <p>Vocabulary: Mongols, Asia, execution, desecration, siege,</p> <p>Stoneferry Starter: Mind map of everything learnt so far (assessment)</p> <p>Lesson: children to learn about fall of Baghdad and its destruction of key buildings, execution of key leaders, how it never recovered and resulting consequence.</p> <p>Children link this to attacks in previous units, (e.g. Lindisfarne being ransacked by Vikings)</p> <p>Outcome: Newspaper report of key events (in chronological order) of the attack and destruction of Baghdad (writing outcome) . Use eyewitness accounts as primary source.</p>

		<i>Plenary: end of unit quiz</i>
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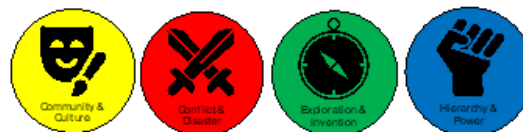
Year 6 History – Summer Term 2: Never Forget WW2

National Curriculum

-A significant turning point in British history: the Battle of Britain

-A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Battle of Britain.

-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.





Key concepts (3 covered):



Second Order Concepts




<i>Chronology C</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
<ul style="list-style-type: none"> • I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: war) (C) • I can explain the differences in the lives of people from different social classes, cultures, religions or race (S&D) • I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &D) • I can evaluate how a historical event impacted on one or more of the 4 key concepts (c&c) • I am aware of some pivotal events and people in modern British history (S) Neville Chamberlain and Winston Churchill • I can evaluate the impact of key historical people and events (S) • I can evaluate the usefulness of primary and secondary sources in historical enquiry.(HE) 					




ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.



<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
Prior Learning	Prior Learning- In previous unit, Baghdad, children will have learnt about the fall of Baghdad. They will know the city was destroyed and ransacked by the Mongols.	Recap on the fall of Baghdad> Who, what, where, when, why?

	<p>This impacted the city and its civilians. They will know why Baghdad was a city that impacted the rest of the world. E.g. maps, House of Wisdom, algebra.</p>	<p>S+L – discuss if they know any other cities/places/countries that have been invaded and attacked.</p> <p>Outcome 1: Show learning of prior knowledge of the UK being invaded and by who on mind map in books. E.g. they can make links to Ukraine/Russia, some may be aware of WW1/WW2, Romans, Vikings, Anglo Saxons, Scots invading Britain (Years ¾).</p> <p>Most relevant period of time to be discussed and show children on timeline. Within last 100 years. Previous units in time was Whaling/Fishing trade in Hull, Amy Johnson (1930 flight and then fought during WW2). Show WW2 on timeline > show this period of time on timeline, what was life like back there then? TV, radios, travel, leisure and social activities, transport, work, women/men roles etc. This is the period we are focusing on this term.</p> <p>Outcome 2: bullet point notes in history books of this timeline discussion and life in Britain during 1939-1945</p> <p>Children must be absolutely clear about Britain being invaded over the course of the centuries by other countries and why they invaded, and for what reasons, and how this impacted Britain.</p>
1	<p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts (S &D)</p> 	<p>Question: What was life like in Britain in 1939-1945 compared to today 2022?</p> <p>Vocabulary: compare, technology, social, machinery, weapons</p> <p>Stoneferry Starter: Sort the items into 2022 or 1939-1945. 1x object on each table e.g. picture of a wireless radio. In groups decide, then come up and present their object to class and justify why that object belongs to that time period.</p> <p>Lesson: Show children these 2 images:</p>  <p>Discuss similarities and differences compared to today, 2022. Make comparisons e.g. no TV, coal fire, reading books/ipads etc.</p> <p>Outcome 1: Similar/difference table for 2022 compared to 1939-1945</p>

		<p>Outcome 2: Discussion leading to an enquiry question based on what the children want to know more about from the images (model and shape e.g. did all homes in 1939 have access to electricity?)</p> <p>Outcome 3: use ipads to find information and make notes to answer the questions</p> <p>Plenary: S+L children say what their question was, and share their research answers with the class.</p>
2	<p>I am aware of some pivotal events and people in modern British history (S) Neville Chamberlain (NC)</p> 	<p>Question: <i>Who was Neville Chamberlain?</i></p> <p>Vocabulary: prime minister, government, parliament, speech, conscription,</p> <p>Stoneferry Starter: Who was Neville Chamberlain? Ipads: find out 1. Born-died 2. Job 3. Political party</p> <p>Lesson: children to make notes in books. What conclusions can the children make from their starter? Key point being NC was prime minister at start of WW2.</p> <p>Input on Germany's invasion of Poland under Adolf Hitler. Why/how did Britain respond to this pivotal event?</p> <p>Play Chamberlain's speech announcement of Britain at war with Germany.</p> <p>ASK: do you think making such a decision to declare war was correct? Why?</p> <p>THINK AND DISCUSS: consequences of going to war, or not declaring war, how would it effect Britain e.g. would Britain be invaded next? For/against reasons.</p> <p>Outcome: S+ L debate on whether NC made the right choice declaring war on Germany.</p> <p>Plenary: share statistics of number of deaths of British soldiers and civilian deaths (children think about why civilians would have died).</p>
3	<p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: war) (C)</p> 	<p>Question: <i>What was the Battle of Britain?</i></p> <p>Vocabulary: RAF, aviation, black out, island, air force, luftwaffa</p> <p>Stoneferry Starter: Show a Julius Caesar, A Viking King, and Adolf Hitler. Question- what do these 3 men have in common?</p> <p>Outcome: one significant difference between these 3 men is that Hitler did not manage invading Britain and they are going to find out why.</p>

		<p>Lesson: BoB 10th July 1940 – 31st October 1940 overlapping with the Blitz September 1940 – May 1941.</p> <p>Give pictorial clues: photographs of Spitfires, people in underground, Anderson shelters, people looking up at sky, buildings in Britain during BoB.</p> <p>Discuss what they think happened in the BoB.</p> <p>Teacher input: S+L: Map of Europe showing advance of German troops. Locate Britain on map, look at distance between Northern France and Britain, why would Britain be next to be invaded. What ways might Germany attack an island compared to a bordering country. What difficulties might there be invading an island. How did Romans invade? Vikings? (boats) what means of transport would Germany use to invade?</p> <p>Then play video footage of BoB. The Battle of Britain - YouTube Refer to as primary sources.</p> <p>Outcome: key question: Why was the German advance on Britain by air unsuccessful? Bullet point list answering that question (use video)</p> <p>Final outcome: Explain that NC no longer prime minister and then Winston Churchill came in to lead Britain 10th May 1940 two months prior to BoB.</p> <p>Picture of Churchill and picture of Hitler with 3 thought bubbles around each man. Discuss first. Children to write the leader's feelings/thoughts about BoB and impact on their country.</p> <p>Plenary: WW2 - The Battle of Britain [Real Footage in Colour] - YouTube how would you feel as a civilian during BoB? What were the consequences of an air battle for the people of Britain?</p>
4	<p>I can evaluate how a historical event impacted on one or more of the 4 key concepts (c&c) link to HULL</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Blitz</p>	<p>Question: <i>How was Hull effected during WW2?</i></p> <p>Vocabulary: Blitz, rationing, Anderson Shelter, black-out , air raid, sirens</p> <div style="text-align: right;">  </div> <p>Stoneferry Starter: Map of Britain during the Blitz > Key questions: identify key cities, London (capital), Hull, look at all cities –</p>

		<p>why are these cities targeted by Germany? (geography link) what does Hull have in common with Liverpool, Belfast, Plymouth, Newcastle, Portsmouth, Cardiff, Swansea? etc. (all coastal, all ports) if these cities were heavily bombed/struck what were the consequences? S+L</p> <p>Lesson: Blitz September 1940 – May 1941. Show Hull on this video. https://www.youtube.com/watch?v=xayHnW7vV5M Or put into own Powerpoint of images (screen shot video images)</p> <p>Input: Go over key vocabulary with children and show images to support the word (or video e.g. play siren sound on youtube)</p> <p>Play video of Black out> https://www.youtube.com/watch?v=7m7mxGO8Xvg announcement . Children to answer questions on what was the Blackout? What did people in Hull and rest of UK have to do it under government orders and why?</p> <p>(primary source) https://www.youtube.com/watch?v=0PSg5z3M46s</p> <p>Outcome: short evaluation why Hull was heavily bombed during BoB and consequences of this. Include Black out and why Hull citizens would all have come together to follow these orders. How Blitz impacted Hull during WW2.</p> <p>Plenary: share statistics of how many citizens of Hull were killed during WW2 – did this impact your family? S+L</p>
5	<p>I can explain the differences in the lives of people from different social classes</p> 	<p>Question: <i>What was the consequence of the Blitz and BoB on the people of Hull?</i></p> <p>Vocabulary: evacuate, rural, urban, agriculture, countryside, shelter, gas masks, propaganda</p> <p>Stoneferry Starter: who might this suitcase belong to and why?</p>  <p>After discussion then ask: What would be in your suitcase and how is that different to this WW2 suitcase?</p> <p>Lesson: Teacher input, explain vocabulary with pictures on powerpoint slide show.</p>

		<p>Then explain that many children were evacuated from heavily bombed cities during WW2, including many children from Hull. Show British Pathe video https://www.youtube.com/watch?v=ZPs8hbksOg8</p> <p>Answer these questions in books: why were children evacuated? Where did they go? Who did they go with? How did they travel? What did they take? Where were the women? Where were the men?</p> <p>Show children (google)images of Hull during WW2 then compare to an</p>  <p>evacuee village in WW2 e.g></p> <p>Outcome 1: 2 evacuee letters (one having a good experience/ one having a bad experience being an evacuee) write pros/cons about evacuee life in books.</p> <p>Outcome 2: Based on what you have read, do you think children enjoyed the experience of being evacuated? Why? Use evidence to support your answer.</p> <p>Plenary: if you were living in Hull during the Blitz, would you want to evacuate (yes/no) and why? Children share their answers with rest of class.</p>
6.	<p>I can evaluate the impact of key historical people and events (S)Winston Churchill</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.(HE)</p> 	<p>Question: <i>How did Winston Churchill help Britain win WW2 in 1945</i></p> <p>Vocabulary: VE Day, armistice, prime minister, parliament, resolution</p> <p>Stoneferry Starter: Play this speech (do not tell children it is a film from 2017 don't let them see)</p> <p>Darkest Hour (2017) - We Shall Fight on the Beaches Scene (10/10) Movieclips - YouTube</p> <p>After playing this scene, ask is this a primary or secondary source? Why? Children share thoughts. Conclude this is a scene from a film therefore secondary. <i>Children should sense/assess it is modern with the clarity of picture and sound compared to previous lesson primary source videos.</i></p> <p>Who is Winston Churchill? Recap: Churchill becomes Prime Minister 10 May 1940 Friday 10 May 1940 was one of the most dramatic days in British history. The government was in disarray as Winston Churchill became PM and, on the continent, Germany ended the Phoney War by invading the Low Countries.</p>

		<p>Lesson: Show primary source of Churchill speech and compare to film piece from 2017 – actor playing Churchill. What's similar? Different?</p> <p><u>WE SHALL NEVER SURRENDER speech by Winston Churchill (We Shall Fight on the Beaches) - YouTube</u></p> <p>Explain they are to evaluate the impact of Winston Churchill as prime minister and how he helped lead Britain to win WW2. Look at secondary sources e.g. biographies and primary ones e.g. speeches about Churchill.</p> <p>Outcome: <i>How did Winston Churchill help Britain win WW2?</i> Answer this question as short evaluation paragraph, refer to primary and secondary sources, use quotations e.g. He inspired Britain to keep on fighting "until the very end".</p>
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