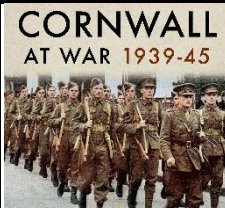
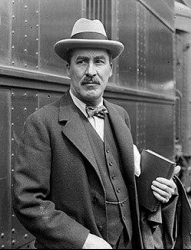


# History Year 6



| Unit                                    | Ancient Egypt                                                                                                                                                                                                                                                                  | WWII - Homefront                                                                                                                                                                                                                                      | WWII – Wider effects and local study                                                                                                                                                                                                                                                                                                                                    |
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| <b>National Curriculum</b>              | The achievements of the earliest civilizations – Ancient Egypt<br>Develop a chronologically secure knowledge of world history<br>Understand how knowledge of the past is constructed from a range of sources<br>Learn about cause and consequence in historical events         | A study of an aspect of British history beyond 1066<br>Develop a chronologically secure knowledge of history<br>Understand how knowledge of the past is constructed from a range of sources<br>Learn about cause and consequence in historical events | A study of an aspect of British history beyond 1066<br>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality<br>Develop a chronologically secure knowledge of history<br>Understand how knowledge of the past is constructed from a range of sources<br>Learn about cause and consequence in historical events |
| <b>Title of Unit (Enquiry Question)</b> |  How do we know so much about Ancient Egypt and what does this evidence tell us about how they lived?                                                                                         |  What was life like in Britain during WWII?                                                                                                                         |  <b>CORNWALL AT WAR 1939-45</b> Why were some moments and decisions in WW2 so significant for the people who lived through them?                                                                                                                                                     |
| <b>Disciplinary Skill</b>               | Use of evidence<br>Interpretation<br>cause and consequence<br>chronology<br>significance<br>                                                                                                 | Use of evidence<br>Interpretation<br>cause and consequence<br>                                                                                                    | Use of evidence<br>Interpretation<br>cause and consequence<br>chronology<br>significance<br>                                                                                                                                                                                        |
| <b>Theme - Substantive</b>              |  Ancient Egyptian civilisation and chronology<br>The Nile and its impact on life<br>Beliefs about death and the afterlife<br>Power, pyramids and pharaohs<br>Evidence, discovery and legacy |  The causes of World War II<br>Evacuation and children's experiences<br>The Blitz and its impact<br>Life on the Home Front<br>Propaganda and control              |  The impact of bombing and the Blitz<br>Persecution and the experiences of refugees<br>Turning points and battles<br>Local history and change over time<br>The ending of the war and remembrance                                                                                   |
| <b>Knowledge</b>                        | <b>Lesson 1</b><br>I know who the Ancient Egyptians were and how their civilisation developed over time.                                                                                                                                                                       | <b>Lesson 1</b><br>I know the main events that led to the start of WWII.                                                                                                                                                                              | <b>Lesson 1</b><br>I know that Cornwall was bombed because its ports, shipyards and coastal position were important to Britain's war effort.                                                                                                                                                                                                                            |

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|                     | <p><b>Lesson 2</b><br/>I know why the River Nile was essential to life in Ancient Egypt.</p> <p><b>Lesson 3</b><br/>I know why the Ancient Egyptians built pyramids and what they believed about the afterlife.</p> <p><b>Lesson 4</b><br/>I know what mummification was and why it was important to Egyptian beliefs.</p> <p><b>Lesson 5</b><br/>I know what was discovered inside Tutankhamun's tomb and why it is historically important.</p>                                                                                                                                                                                                                                                                                                                                                       | <p><b>Lesson 2</b><br/>I know why children were evacuated during WWII and what life was like in the countryside.</p> <p><b>Lesson 3</b><br/>I know what happened during the Blitz and how it affected cities and people.</p> <p><b>Lesson 4</b><br/>I know what life was like on the Home Front during World War II, including how air raids worked, why rationing was introduced, and how people used Make Do and Mend to cope with shortages.</p> <p><b>Lesson 5</b><br/>I know how propaganda was used during WWII to influence people.</p>                                                                                                            | <p><b>Lesson 2</b><br/>I know that Jewish families faced increasing persecution, and many children escaped danger through the Kindertransport.</p> <p><b>Lesson 3</b><br/>I know that Britain won the Battle of Britain because of radar, skilled pilots, strong aircraft and German mistakes.</p> <p><b>Lesson 4</b><br/>I know that Cubert has changed since WW2, but some buildings and features still show evidence of wartime life.</p> <p><b>Lesson 5</b><br/>I know that Germany surrendered in May 1945 after key turning points, leading to VE Day celebrations.</p>                                           |
| <b>Skills</b>       | <p><b>Lesson 1</b><br/>I can place Ancient Egypt on a timeline and explain how it changed over time. I can use different sources to find out about the civilisation.</p> <p><b>Lesson 2</b><br/>I can explain how the River Nile affected people's lives. I can explain cause and consequence linked to geography.</p> <p><b>Lesson 3</b><br/>I can explain why pyramids were built and what they show about Egyptian beliefs. I can use evidence to support my explanations.</p> <p><b>Lesson 4</b><br/>I can describe the process of mummification. I can explain what this tells us about Egyptian beliefs about the afterlife.</p> <p><b>Lesson 5</b><br/>I can use evidence from Tutankhamun's tomb to find out about life in Ancient Egypt. I can explain why this discovery is significant.</p> | <p><b>Lesson 1</b><br/>I can explain the causes of WWII, including the Treaty of Versailles, Hitler's rise, and appeasement.</p> <p><b>Lesson 2</b><br/>I can explain the reasons for evacuation and empathise with how children felt.</p> <p><b>Lesson 3</b><br/>I can explain the events of the Blitz and its impact on Britain.</p> <p><b>Lesson 4</b><br/>I can use historical sources to research and explain what life was like on the Home Front, comparing different types of evidence to understand how people were affected.</p> <p><b>Lesson 5</b><br/>I can explain the purpose of propaganda and what it tells us about wartime Britain.</p> | <p><b>Lesson 1</b><br/>I can use a digital map to identify bomb sites and explain the patterns I notice.</p> <p><b>Lesson 2</b><br/>I can use stories and historical sources together to explain what Jewish refugees experienced.</p> <p><b>Lesson 3</b><br/>I can weigh different pieces of evidence and explain which causes were the most important.</p> <p><b>Lesson 4</b><br/>I can compare maps, photos and fieldwork evidence to explain how the village has changed over time.</p> <p><b>Lesson 5</b><br/>I can summarise the key events that ended the war and explain people's mixed emotions on VE Day.</p> |
| <b>Vocabulary</b>   | pharaoh, irrigation, civilisation, mummification, embalming, afterlife, sarcophagus, Canopic jars, hieroglyphics, artefact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | World War II, Adolf Hitler, evacuee, the Blitz, VE Day, Winston Churchill, air raid, propaganda, Allies Axis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Kindertransport, antisemitism, refugee, ghetto, surrender, Dowding System, radar, tactics, VE Day, resistance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Career Links</b> | Archaeologist Egyptologist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Diplomat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pilot                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p><b>Significant individual</b></p> |  <p>Howard Carter</p>                                                                                                                 |  <p>Sir Winston Churchill</p>               |  <p>Squadron Leader <b>Geoffrey Wellum</b> DFC</p>                                             |
| <p><b>Assessment</b></p>             | <p>End of Unit<br/><b>Smart task</b><br/>I can use evidence from Ancient Egyptian objects to explain what they tell us about beliefs, daily life, and the afterlife, and make reasoned conclusions about the past.</p> | <p>End of Unit<br/><b>Smart task</b><br/>What was it like to live through WW2, and why do people remember it differently?</p> | <p>End of Unit<br/><b>Smart Task</b><br/>I can use different sources to explain why key moments and decisions in WWII were significant for the people who lived through them.</p> |