



YEAR 6

HISTORY CURRICULUM

Year 6 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes

- Local History study
- Britain beyond 1066
- **Mayan civilization** c. AD 900; Benin (West Africa) c. AD 900-1300.

Topics of Study-Substantive Concepts

- Industrial Middlesbrough-Communication and Invention
- World War II-Invasion and Empire/Invention
- Mayan civilization-Settlements and Social History/Communication and Invention

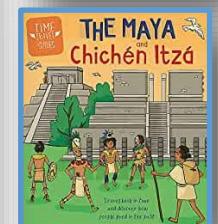
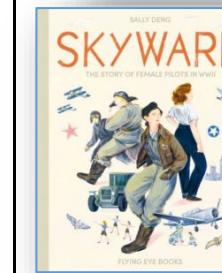
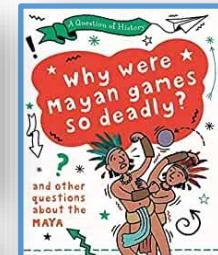
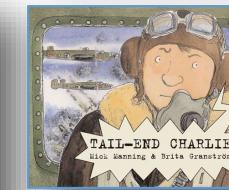
Key Historical Knowledge and Understanding

- Farming used to be the most common job in Middlesbrough but during the Industrial Revolution the iron works were created by Henry Bolckow and John Vaughan. This made Middlesbrough at the centre for developing the iron and steel trade and it was later nicknamed 'Ironopolis'.
- The Pease family opened the first public railway in the world. They started and managed the Stockton and Darlington Railway Company, which led to rapid growth and change. Trains and the railways were important for industry (coal mining and transportation). Middlesbrough was able to transport coal to the River Tees through the extension of the railway. It could then be transported to the shipyards in Durham. Coal and iron transformed the area from uninhabited farmland to one of Victorian Britain's fastest growing towns.
- The Mayan civilisation span from 900AD to 1300AD. The Maya people lived in a place called Mesoamerica which was made up of Mexico and parts of Central America around the same time as the Anglo-Saxons were living in Britain. The first Mayan hunter gatherers settled along the Pacific Coast and then expanded into the central highlands. The Maya went on to build many temples, palaces, causeways, schools and marketplaces.
- The Mayan civilisation was able to grow due to its success in farming. Farming and trade links were established throughout the Maya region. The Maya were so successful at farming was because they studied the stars and the weather. This meant they were able to create very detailed calendars which told them what time of year to plant crops and when they should harvest them.
- From around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people. The Spanish were armed with artillery, steel swords and muskets (guns) the Maya had only spears, bows and arrows.
- World War II lasted from September 1939 until September 1945. Britain declared war on Nazi Germany because Hitler invaded Poland.
- Winston Churchill took over as Prime Minister in May 1940. Churchill prepared the country for a battle in Britain as a Nazi operation to land in Britain was imminent. His rousing speeches were broadcast on the wireless and helped the British people to stay strong and positive.
- The Battle of Britain was important because it was the first time that Hitler's military forces had been defeated.
- Children, women and other vulnerable people were evacuated to the countryside from the city, in an attempt to keep them safe. City children often had poor clothing; sometimes dressed in rags. They were often poorly educated and suffered from a lack of clean air. Evacuation helped to change attitudes because it meant that working class children mixed with more affluent families.
- At the end of WWII millions were homeless, transport links were destroyed and many industries were in ruin. Britain had to be rebuilt including the construction of a million new houses. New families were created as women married servicemen of other nations; children were born in fatherless homes.

Vocabulary

Revolution, industry, iron ore, trade, transportation, import, export, prejudice, dictator, Blitz, aerial, supply, evacuation, conflict, propaganda, Ancient, Civilisations, glyphs, temple, deity, artefact, Chichen-Itza, sacrifice, maize, archaeology, archaeologist, indigenous, interpretation, legacy, invade, architecture, evidence, bias, perspective.

Quality Literature Links



Year 6 Disciplinary Knowledge

| Cause & Consequence | Change & Continuity | Similarity & Differences | Historical Significance | Sources & Evidence | Historical Interpretation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. | Examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period World War II. | Evaluate the achievements of the British and their allies during WWII, as a turning point in British history in the context of then and now. | Use sources of information to form testable hypothesis about the past. Locate and analyse relevant information to justify claims about the past. Investigate own lines of enquiry by posing valid questions to answer. | Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be used to persuade others. Begin to evaluate the usefulness of sources. |



PRIOR LEARNING LINKS-

- **Y2 Captain James Cook:** Learnt about the significance of Captain Cook to the local area and wider world. Compared changes in sea travel and transport then to now.
- **Y1-Y6: Geography Local Area Studies:** Learnt all about the location and features of Middlesbrough.

FUTURE LEARNING LINK

KS3-Further learning on the Industrial Revolution and what it was like for children to live before, during and after this time.

Year 6 History
Unit of Learning: Industrial Middlesbrough
Substantive Concept: Communication and Invention/ Settlements & Social History
How did Middlesbrough join the Industrial Revolution?

Teaching Sequence for this Unit.

Why was Middlesbrough given the nickname 'Ironopolis'?

CC

Who were the Pease family and why were they so significant during the 1700-1800s?

CC

How did the railways enable the development of industry within Middlesbrough?

CC

HS

How has our small town managed to become what it has today?

What changes have occurred since the development of the railway and industry?

What other new projects could take place to enhance our town further?

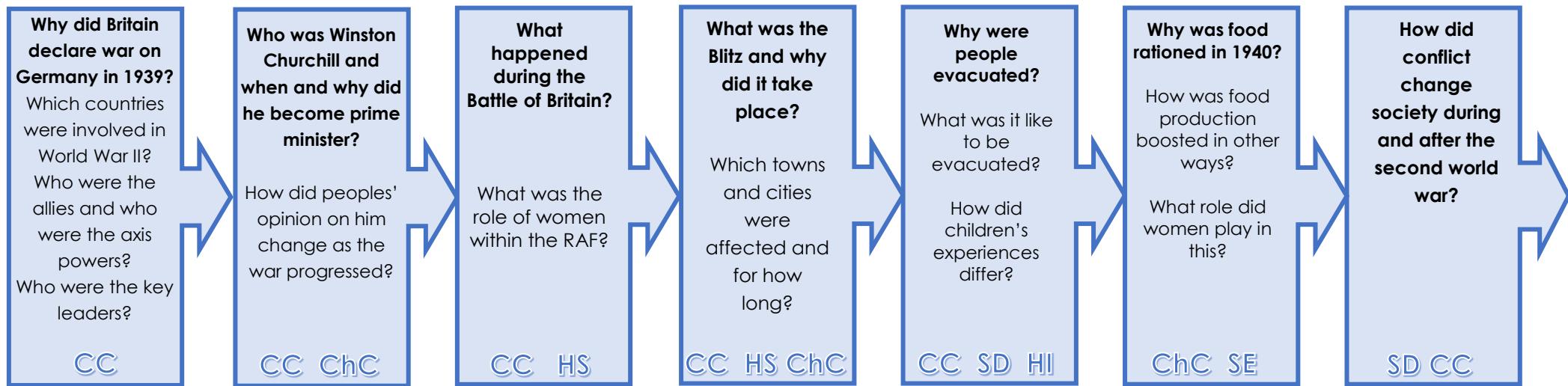
ChC SE

How we 'work' and 'think' like an Historian

| Cause and Consequence - CC | Change and Continuity - ChC | Similarity and Difference - SD | Historical Significance - HS | Sources and Evidence - SE | Historical Interpretations - HI |
|---------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------|
| Why an event occurred, or the consequences of an event. | The extent, nature or pace of change across time. | Analysing similarities and differences within or between groups, places or societies in the same time period. | How historians and others decide whether historical events or people are significant-criteria used. | Use of sources and evidence to investigate and make claims about the past. | How and why historical interpretations are different. |



Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

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PRIOR LEARNING LINKS-

- Y3 Ancient Egypt:** Learnt about the importance of the River Nile to the Egyptians and about farming techniques. Learnt about the beliefs of the Egyptians including the afterlife.
- Y4 Ancient Greece:** Learnt about their lives including arts and culture. The history of the Olympics. Their beliefs and how these compared to that of the Ancient Egyptians. The battle of Troy.



Year 6 History

Unit of Learning: The Mayans

Substantive Concept: Settlements and Social History/ Communication and Invention

Who were the Mayans and what did we learn from them?

FUTURE LEARNING LINKS:

KS3: Learn about the Romans within Rome. Historical, geographical, archaeological and mythical origins of the Roman people.

Learn more about Ancient Greece and Egypt and learn about the golden age of Islamic civilisation.

Teaching Sequence for this Unit.

Who were the Ancient Maya?

When was the Mayan civilisation and where did they settle?

SE SD

What did the Maya people build?

What were their buildings made from?

ChC SE

Why was farming so important to the Mayas?

What did the farmers produce?
Why were they successful?

ChC SE

What did the Maya invent?

How did they compare to the Anglo-Saxons at the same time?

HS SE

What happened to the Mayans?

Did Maya culture and society survive?
What can we learn about the Maya today?

ChC SE

How we 'work' and 'think' like an Historian

| Cause and Consequence - CC | Change and Continuity - ChC | Similarity and Difference - SD | Historical Significance - HS | Sources and Evidence - SE | Historical Interpretations - HI |
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| Why an event occurred, or the consequences of an event. | The extent, nature or pace of change across time. | Analysing similarities and differences within or between groups, places or societies in the same time period. | How historians and others decide whether historical events or people are significant-criteria used. | Use of sources and evidence to investigate and make claims about the past. | How and why historical interpretations are different. |

Year 6 Sequence of Knowledge

Key Knowledge and Vocabulary: Industrial Middlesbrough

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| * Farming used to be the most common job in Middlesbrough but during the Industrial Revolution the iron works were created by Henry Bolckow and John Vaughan. * This made Middlesbrough at the centre for developing the iron and steel trade and it was later nicknamed 'Ironopolis'. | * The Pease family opened the first public railway in the world. * The Pease family started and managed the Stockton and Darlington Railway Company. * This led to rapid growth and change. * Joseph Pease was a railway pioneer who also had interests in quarries and ironstone mines. | * Trains and the railways were important for industry (coal mining and transportation). * Middlesbrough was able to transport coal to the River Tees through the extension of the railway. * It could then be transported to the shipyards in Durham. * Coal and iron transformed the area from uninhabited farmland to one of Victorian Britain's fastest growing towns. | * Middlesbrough owes its existence to industry and immigration, without either it would have remained a farming hamlet. * Today Middlesbrough has a population of 150,000 and is said to be the modern 'capital' of the area. In English history nothing compares to Middlesbrough's rapid growth. |
| Industry, revolution, works, trade. | Rapid, growth, network, extension, transportation, import, export, trade, industry. | Rapid, growth, network, extension, transportation, import, export, trade, industry. | Hamlet, immigration, industry, population, growth, social history. |

Key Knowledge and Vocabulary: The Ancient Mayans

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| * The Mayan civilisation span from 900AD to 1300AD. * The Maya people lived in a place called Mesoamerica which was made up of Mexico and parts of Central America around the same time as the Anglo-Saxons were living in Britain. * The first Mayan hunter gatherers settled along the Pacific Coast and then expanded into the central highlands. | * The Maya built many temples, palaces, causeways, schools and marketplaces. * The temples and palaces were mainly made of stone. Limestone in particular was available across much of the Maya region. * The royals and nobles lived in the ceremonial centre and the ordinary people further out. Their homes were made from clay poles and mud. | * The Mayan civilisation was able to grow due to its success in farming. * Farming and trade links were established throughout the Maya region. * The Maya were so successful at farming because they studied the stars and the weather. This meant they were able to create very detailed calendars which told them what time of year to plant crops and when they should harvest them. | * The Maya invented the Mayan writing script where they used hieroglyphics-up to 800 in the system. * They also invented their own number system as well as calendars, which they carved out of stone. * Anglo-Saxon Britain did not have the advancements that the Mayans had. | * From around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people. * The Spanish were armed with artillery, steel swords and muskets (guns) the Maya had only spears, bows and arrows. * The Maya were an innovative society who made significant advancements in maths, architecture and astronomy. * The Maya invented groundbreaking ideas which help shape the way we live our lives today. |
| Maya, Civilisation, ancient, Central America, span, civilisation. | Temples, region, natural resources, nobles, ceremonial. | Hunter gatherer, rainforest, maize, trade. | Base 10, base 20, vigesimal positional number system, zero, hieroglyphs, logogram, codex, codices. | Invaders, artillery, defence, innovative, advancement. |

Year 6 Sequence of Knowledge

Key Knowledge and Vocabulary: World War II

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| <ul style="list-style-type: none"> * World War II lasted from September 1939 until September 1945. The outbreak of war was announced in Britain by the Prime Minister-Neville Chamberlain-via a radio broadcast. * Britain declared war on Nazi Germany because Hitler invaded Poland. | <ul style="list-style-type: none"> * Winston Churchill took over as Prime Minister in May 1940. * Churchill prepared the country for a battle in Britain as a Nazi operation to land in Britain was imminent. * His rousing speeches were broadcast on the wireless and helped the British people to stay strong and positive. | <ul style="list-style-type: none"> * The Battle of Britain lasted from July 1940 until 31st October 1940 between the RAF and the German Air Force (Luftwaffe). * Most pilots were British but there were also men from other countries. Women also played a vital role through the auxiliary air force (WAAF). * The Battle of Britain was important because it was the first time that Hitler's military forces had been defeated. | <ul style="list-style-type: none"> * There was a need to keep safe from the threat of German attack-especially by air from the Luftwaffe. Bomb shelters, blackouts and gas masks were introduced as a form of protection. * Many large cities were affected by aerial bombing as they targeted areas where weapons and ammunition was manufactured, as well as heavily-populated places. | <ul style="list-style-type: none"> * Children, women and other vulnerable people were evacuated to the countryside from the city, in an attempt to keep them safe. * City children often had poor clothing; sometimes dressed in rags. They were often poorly educated and suffered from a lack of clean air. * Evacuation helped to change attitudes because it meant that working class children mixed with more affluent families. | <ul style="list-style-type: none"> * Rationing started in May 1941 and lasted until 1954. This was a system to make sure people had equal access to food, clothes and fuel, as it was in short supply. * Because the UK is an island a lot of produce is imported; Hitler took advantage of this by attacking supply ships. * To combat shortages, the British government encouraged everyone to 'dig for victory' and grow their own fruit and vegetables. | <ul style="list-style-type: none"> * At the end of WWII millions were homeless, transport links were destroyed and many industries were in ruin. * Britain had to be rebuilt including the construction of a million new houses. * New families were created as women married servicemen of other nations; children were born in fatherless homes. |
| Invade, axis, allies, powers, dictator, prejudice, Jews, Nazi Party, leaders, Prime Minister. | Public opinion, respect, speeches, hope, unity, battle, Nazi, operation, preparation. | Air force, military, battle, casualties, fighter planes, Luftwaffe, RAF, WAAF, significance, defeated, pilots, English Channel, | Blitz, bombing, gas masks, blackouts, Anderson shelters, safety, air raid | Evacuation, vulnerable, billet officer, countryside. | Food supply, import, ration, plan, fair, ration book, system, government, resources, shortage, access, | Society, social, change, consequence, service men, nations, overseas, economy, government. |