



History Subject Map - Y6

Autumn Term

Project title: **Wars in Britain**

Key terms:

Substantive Knowledge – knowledge about the past (content)

Disciplinary Knowledge – knowledge about how historians investigate the past and construct claims, arguments, accounts.

Substantive Concepts – abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered.

Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence - understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed

Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Describe the causes and consequences of a significant event in history Cause of WWI	Describe the causes and consequences of a significant event in history	The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war.	Frame historically valid questions about continuity and change and construct informed responses.	Significance Democracy Change Investigation
2	Describe the causes of World War One. Start of WWI	Describe the causes and consequences of a significant event in history	Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to invade France through Belgium and gain control quickly. However, Allied troops drove German forces back to north-west France where both sides dug trenches to avoid losing ground. This became known as the Western Front. Russia also put up more	Frame historically valid questions about continuity and change and construct informed responses.	Significance Democracy Change Investigation



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			resistance than expected at the Eastern Front, so Germany had to fight on two fronts. Because there was a stalemate on the Western Front, the Allied Powers attacked the Ottoman Empire at the Gallipoli peninsula in the hope of taking the capital Constantinople. The invasion failed with the loss of 250,000 men.		
3	Gather and analyse evidence from a range of historical sources. Life in the trenches	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Investigation Significance
4	Chronological sequence events from a significant aspect of history. Chronological sequence of events WWI	Articulate and present a clear, chronological world history narrative within and across historical periods studied	Important events during the First World War include the First Battle of Ypres (October–November 1914), unofficial truce over Christmas (December 1914), German airships bomb Britain (January 1915), Ottoman Empire attacks Suez Canal (January–February 1915, Gallipoli Campaign (February 1915–January 1916), Second Battle of Ypres (April–May 1915), Italy joins Allied Powers (May 1915), Battle of Verdun (February–December 1916), Battle of Jutland (May–June 1916), Brusilov Offensive (June–September 1916), Battle of the Somme (July–November 1916), United States joins Allied Powers (April 1917), Battle for Jerusalem (November–December 1917), Russia leaves the war (March 1918), First World War ends (November 1918).	Sequence and make connections between periods of world history on a timeline.	Significance Change
5	Evaluate the impact of WW1 on Great Britain. Impact of WWI on British Citizens	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	War affected the lives of ordinary citizens in many ways. There were food shortages, women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Change Significance



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6	Describe the causes and consequence of the end World War One. End of WWI	Describe the causes and consequences of a significant event in history.	There were many events that lead to the end of the First World War. Germany had tried to push through Allied lines on the Western Front during Operation Michael but the British and French armies pushed Germany back to central Europe. The German navy also went on strike as they knew the situation was hopeless. The United States entered the war in 1917 and sent 85,000 troops to fight against Germany. The armistice to end the war was signed at 11am on 11th November 1918. An agreement called the Treaty of Versailles said that Germany should take the blame for the war and pay 132 billion gold marks in reparations to repair the damage done by the war.	Frame historically valid questions about continuity and change and construct informed responses.	Significance Change Growth Democracy
7	Describe how Hitler rose to power after WW1. How did Hitler come to power?	Describe the causes and consequences of a significant event in history.	There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France.	Frame historically valid questions about continuity and change and construct informed responses	Significance Change Investigation Democracy
8	Describe the key events that caused the start of World War Two. Beginning of WW2	Articulate and present a clear, chronological world history narrative within and across historical periods studied.	Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).	Sequence and make connections between periods of world history on a timeline.	Significance Change Democracy
9 picture s)	Use a range of historical sources to answer an enquiry question.	Articulate the significance of a historical person, event, discovery or invention in British history.	The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of	Create an in-depth study of an aspect of British history beyond 1066.	Investigation Significance



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	How did Britain react?		Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain.		
10	Evaluate the impact of WW2 on Great Britain. Impact on British Civilians	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Identify different types of bias in historical sources and explain the impact of that bias.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Different types of bias include political, cultural or racial.	Find evidence from different sources, identify bias and form balanced arguments. Explain how everyday life in an ancient civilisation changed or continued during different periods.	Significance Change
11	Describe the causes and consequence of the end World War Two. Victories that led to Britain winning the War	Describe the causes and consequences of a significant event in history	Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th June 1944, known as D-Day. They attacked German forces and liberated Paris in August 1944. Allied troops pushed German troops back, but on 16th December 1944, the Germans launched a massive attack on the Allied forces in Belgium and Luxembourg. They were successful at first and pushed the allied troops back to create a bulge in the line of defences. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated VE day on 8th May. The war finally ended when Japan signed a surrender on 2nd September 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.	Frame historically valid questions about continuity and change and construct informed responses.	Significance Change



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12	Describe the significance of remembrance and how this is marked in Great Britain. Remembrance	Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.	Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. Debate the question 'Should we only remember fallen soldiers, or all people involved in conflict?'	Describe the hierarchy and different roles in past civilisations.	Significance Change
13 Local History	Understand how Remembrance is marked in Greater London Local History	Describe and explore the war memorial in Greater London. Study names on the memorial and understand its importance.	The memorial is situated in the grounds of Dunstable Priory Church. It Takes the form of a capped memorial wall, the main inscription is in the centre with extended wings on the outside bearing the name panels for both World War 1 and World War 2. There 185 names for World War 1 and 104 names for World War 2. The memorial was originally unveiled by the Duke of Bedford on 26 February 1922.	Links to previous lesson	Significance

Spring Term

Project title: The Poles



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Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
L1 Polar Discovery	Describe a significant achievement of mankind and explain why they are important. Polar Discovery	Research significant historical event. Present it in a concise way. Describe why historical event was important.	Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.	Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.	Significance
L2 & 3 Significant decisions	Examine the decisions made by significant historical individuals,	Look at the evidence from Robert Falcon Scott's expedition.	The decisions Robert Falcon Scott made during his final attempt to reach the South Pole, including his refusal to use dogs to pull sledges,	Explore and explain how the religious, political, scientific or personal	Significance



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3	considering their options and making a summative judgement about their choices. Significant decisions- Robert Falcon Scott	Consider the options and decisions made by the explorer. Make a judgement as to whether the choices made were right or wrong.	taking inadequate food supplies, and asking Bowers to join the team during their final push to the South Pole, all negatively affected the expedition and were factors in its failure. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.	beliefs of a significant individual caused them to behave in a particular way.	
L3 Case study - Shackleton	Use evidence to present a perspective of an aspect of historical importance. Case study - Shackleton	Think critically about information. Examine the evidence presented. Sort for and against arguments and decide your own opinion on it.	Ernest Shackleton was an explorer who travelled to the Antarctic. In 1914 he began his third expedition, the Imperial Trans-Antarctic Expedition' sailing on <i>Endurance</i>. His ship became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on Antarctica. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Significance
Lesson 4 -	Gather information on a historical event. Titanic - Research	Research information on the Titanic sinking using a variety of sources.	The 'unsinkable' RMS <i>Titanic</i> set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the <i>Titanic</i> hit an iceberg and sank three hours later, killing	Explain why an aspect of world history is significant.	Significance Investigation



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		Consider all the outcomes, including possible positive outcomes, of the Titanic sinking.	approximately 1500 people. Around 700 people survived and were rescued by the SS <i>Carpathia</i> .		
Lesson 4 - The unsinkable Titanic	Plan how to present information on a historical event. Presenting information - Titanic	Consider how to present information from all viewpoints, using previous research. 'Box up' plan of historical account to write notes to ensure all information is included.	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.	Explain why an aspect of world history is significant.	Significance Investigation
Lesson 4 - The unsinkable Titanic	Create a detailed historical narrative about a significant global event Historical narrative - Titanic.	Use 'Boxed up' plan to write historical account. Present the information in a clear and concise way.		Explain why an aspect of world history is significant.	Significance Investigation

Summer 1
Project title: Maafa
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- Consequence - understanding the relationship between an event and other future events.
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Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Know and understand the definition of key historical vocabulary Historical vocabulary	To be able to find out the definition and roots of the words. To be able to match the definition of a word	Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, <i>maafa</i> , rebellion, resistance and slavery.	Articulate and organise important information and detailed historical accounts using topic related vocabulary	Significance Democracy
2	Find out about the different ancient African Kingdoms. Ancient African Kingdoms	To be able to research a kingdom, place the kingdoms on a timeline and map. Deliver a short presentation.	A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	Significance Democracy Change
3	Understand the role of Portugal and Spain in the beginning of the slave trade. Beginning of the slave trade.	Describe and explain the common traits and motives of leaders and monarchs from different historical periods	Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.	Describe the achievements and influence of the ancient Greeks on the wider world.	Significance Democracy
4	Understand the consequences of Britain's role in the Maafa.		Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. British	Create an in-depth study of an aspect of British history beyond 1066.	Significance



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	Britain and the Maafa		privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.		
5	Write a recount from the perspective of a slave Recount- perspective of a slave	To know and understand about the triangular slave trade. To be able to write a recount using knowledge of the slave trade. To understand the perspective of being a slave/	The triangular slave trade consisted of three journeys. During the first journey, ships loaded with goods in Europe sailed to Africa. The goods were exchanged for enslaved people. During the second journey, or middle passage, ships loaded with enslaved people crossed the Atlantic Ocean and arrived at plantations in the Caribbean and the Americas. During the third journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit.	Explain why an aspect of world history is significant.	Significance
6	Evaluate the human impact of the slave trade Human impact of the slave trade.	To think empathetically about the human impact of the slave trade. To share their thoughts and reflections on the slave trade. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	The human impact of the triangular slave trade was wide ranging. People were permanently separated from their families and homes when they were captured. People suffered great hardship and even death in coastal forts and during the middle passage. Many enslaved people were treated badly and suffered illness, injury and physical punishments.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Significance Change
7	Use historical evidence to answer an enquiry question.	Understand what life was like on a Caribbean plantation	Life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and	Explain how everyday life in an ancient civilisation	Significance



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	Life on the Caribbean plantation		sugar. Living conditions, health and food supplies were poor. Enslaved people were punished by their owners and were not protected by the law. Enslaved people were also subjected to racism and were manipulated and controlled by their enslavers. To prevent rebellion, enslavers used a technique called divide and rule.	changed or continued during different periods.	
8	Interpret primary sources to identify bias. Bias	Identify different types of bias in historical sources and explain the impact of that bias. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance	Different types of bias include political, cultural or racial.	Find evidence from different sources, identify bias and form balanced arguments.	Significance

Summer 2
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Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Resistance, revolt and refusal	Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice	Resistance took many forms. Some enslaved people escaped and created independent Maroon communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery. Enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. Resistance by enslaved people played a key role in the abolition of slavery. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.	Describe the hierarchy and different roles in past civilisations.	Significance
2	Describe the growth of the British economy and the ways in which its growth impacted on British life. Benefits of enslavement for Britain	Describe the growth of the British economy and the ways in which its growth impacted on British life	Britain benefitted from the enslavement of African people in many ways. The Royal Navy became more powerful, banks and insurance companies developed, cities grew, money made from enslavement funded the Industrial Revolution and made individuals rich. Country houses, museums and libraries that are still used today were built with the profits from slavery. People from all levels of British society used and benefitted from goods, such as cotton, linen and tobacco, that were produced by enslaved people. The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.	Explain the cause, consequence and impact of invasion and settlement in Britain.	Change Significance



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3	Describe the causes and consequences of the abolition of slavery. Abolition of slavery	Use a timeline to order events chronologically, answer an enquiry question	There were many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery. These include rebellions in Jamaica and Haiti, campaigns by different religious groups and abolitionists, public meetings and protests, publishing autobiographies and pamphlets, presenting petitions in parliament and highlighting the plight of enslaved people to the general public. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.	Frame historically valid questions about continuity and change and construct informed responses.	Change Significance
4	Gather information from primary sources and compare with our own viewpoint. Life after abolition	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Listen to, and respect, other people's points of views.	Life was difficult for enslaved people after abolition of the slave trade and slavery. They did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. Enslaved people had to work as apprentices for their enslavers for four to six years after the abolition of slavery, and they were usually unpaid and badly treated. Emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.	Sequence and make connections between periods of world history on a timeline.	Change Significance Democracy
5	Present a historical narrative about a significant historical event. Colonisation of Africa	Know what colonisation is, be able to use key historical vocabulary, write a detailed historical narrative about colonisation	In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa's natural resources and building their overseas empires. In 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. African chiefs signed treaties with the European countries but didn't know what they meant, so European countries had to fight wars in Africa to claim ownership of the land.	Explain why an aspect of world history is significant.	Change Significance Democracy



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6	investigate life for black people in 20 th century Britain. Black people in Britain in the 20 th century	Describe the causes and consequences of a significant event in history.	Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly	Frame historically valid questions about continuity and change and construct informed responses.	Change Significance Democracy
7	Understand the significance of the race Relations Act. Race Relations Act	Articulate the significance of a historical person, event, discovery or invention in British history	The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.	Create an in-depth study of an aspect of British history beyond 1066.	Change Significance Democracy Growth