

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6						
Topic	WWII	Windrush	Impact of Dickens	Can We Save The Tiger?	Adventurers and Explorers	The Greatest Show
Retrieval	Know what children already understand about WWI/WWII from books, films and media. Do they know reasons behind the conflicts?	Year 3 – why do people migrate? Floella Benjamin Year 6- Post-war Britain what was happening – who were the Windrush people? Where were they from and why did they come to Britain? Condition of Post-War Britain and Caribbean.	Year 2 – what was life like for Victorian children? Year 4 – what changes happened to Britain during the industrial revolution (e.g. technology and travel – steam trains) Year 2 and 4 – who was Charles Dickens? – local links			
Chronology	Substantive Knowledge: Know that WWII lasted from 1939–1945. Disciplinary Knowledge: Place WWII events on a timeline relative to WWI and modern history.	Substantive Knowledge: Know post-war Britain timeline: 1948 arrival of Windrush ship, migration from Caribbean, rebuilding of NHS and industries. Disciplinary Knowledge: Sequence migration events and compare with other post-war social changes.	Substantive Knowledge: Know Charles Dickens’ life timeline: 1812–1870, including major works and Victorian reforms. Disciplinary Knowledge: Place Dickens’ life and work on a Victorian timeline alongside Industrial Revolution developments.			
People, events and significance	Substantive Knowledge: Know key figures: Churchill, Chamberlain, Hitler, Mussolini, Stalin.	Substantive Knowledge: Know reasons for migrating, challenges faced (housing, work, racism), contributions to	Substantive Knowledge: Know key figures: Charles Dickens, Victorian reformers; social conditions: child labour,			

	<p>Know key events: Invasion of Poland, Dunkerque, Battle of Britain, Blitz, Home Front activities (rationing, evacuation Anderson shelters, Home Guard).</p> <p>Disciplinary Knowledge: Explain why leaders and events were significant and how they influenced British society.</p>	<p>rebuilding Britain (NHS, transport, factories).</p> <p>Disciplinary Knowledge: Explain the significance of migration; compare migrant experiences to other historical movements.</p>	<p>workhouses, urban poverty</p> <p>Disciplinary Knowledge: Explain why Dickens' writing led to social change; compare life before, during and after Dickens' reforms.</p>			
<p>Change and continuity</p>	<p>Substantive Knowledge: Know about the evacuation of children, city destruction, wartime innovations, women's roles; continued fear of invasion, rationing, community support.</p> <p>Disciplinary Knowledge: Identify changes and continuities, explaining how and why they occurred.</p>	<p>Substantive Knowledge: Know about changes from post-war migration: multicultural society, rebuilding cities and services</p> <p>Know that racial discrimination and economic struggles persisted.</p> <p>Disciplinary Knowledge: Compare change and continuity between migrant experiences and wider British society.</p>	<p>Substantive Knowledge: Know the changes as a result of Dickens' writing: influenced public opinion and social reform.</p> <p>Know that poverty and harsh working conditions persisted in some areas.</p> <p>Disciplinary Knowledge: Explain continuities and changes in social conditions; analyse long-term impact of literature on society.</p>			
<p>Cause and consequence</p>	<p>Substantive Knowledge: Know the causes of the war: Hitler invaded Poland, appeasement failed, Britain declared war.</p>	<p>Substantive Knowledge: Know the causes of Windrush: post-war labour shortage, Caribbean migrants</p>	<p>Substantive Knowledge: Know why Dickens wrote about these issues/causes: Industrial Revolution, urbanisation, child labour. Know what</p>			

	<p>Know the consequences of the war: evacuation of children, Blitz destruction, Dunkerque evacuation, Home Front impact (rationing, shelters), military campaigns, civilian stress.</p> <p>Disciplinary Knowledge: Explain cause-and-effect links; analyse how events led to social, military and political changes.</p> <p>Analyse the consequences: evacuation, Blitz, military campaigns, civilian impacts.</p>	<p>seeking work and better life.</p> <p>Know the consequences: contributions to NHS and industry, multicultural society, racism, Windrush Scandal lessons.</p> <p>Disciplinary Knowledge: Explain cause-and-effect for migration; evaluate societal impacts.</p>	<p>happened as a result of Dicken's stories/Consequences: public awareness, social reforms, legislative changes, ongoing poverty in some areas.</p> <p>Disciplinary Knowledge: Analyse causes and consequences; explain how literature influenced societal attitudes and reforms.</p>			
Contextual Vocabulary	Resistance Empire invasion King Nation	Empire, Trade, Migration	King/Queen Kingdom Empire Nation			
Topic Vocabulary	<p>Appeasement, Phoney, Allies Axis Blitzkrieg Luftwaffe treaty Nazi</p> <p>Anderson shelter, Blitz, bombers, fighters, RAF, Hurricane, Spitfire</p>	<p>Post-war Britain, Windrush, Windrush generation, slavery, enslaved, racism, multiculturalism, contribution, symbol,</p>	<p>Charles Dickens, social reform, child labour, factory, poorhouse / workhouse, campaign, industrialisation, crime and punishment, law, inequality</p>			
Lesson sequence and coverage	1. Lead up to war, Hitler controlling	1-History of British involvement in the slave				

	<p>Germany and regaining lands from WWI. Axis and Allies Chamberlain appeasing, Stalin and Mussolini</p> <p>2. Invasion of Poland, war declared. BEF to France, Churchill elected PM on day France invaded. Blitzkrieg and Dunkerque evacuation Operation Dynamo small boats and civilians used.</p> <p>3. What was Battle of Britain?- RAF and Luftwaffe fighting for air superiority in preparation for invasion across Channel.</p> <p>4. The Blitz targeted civilian areas and how raids occurred, use of rivers and areas targeted. Local areas Sheerness docks, Chatham naval base</p> <p>5. Home front – rations, child evacuees, Home Guard,</p> <p>6. Anderson shelters</p>	<p>trade 1500-1800</p> <p>Geographical focus on Africa and Caribbean colonies -chronology</p> <p>2- Britain after the War – Experiences of People on the Windrush and the realities of arriving in Britain comparison with expectations. – people, events and significance</p> <p>3- Impact of Windrush migration on Britain – How has it changed, what have they achieved? What are the signs of impact; socially and culturally? -Cause and consequence</p> <p>4 – Discuss Windrush scandal the persecution of migrants from colonies – Change and continuity.</p> <p>5- Case study of former Windrush country – Jamaica, Trinidad looking at modern life; geography, socially, economically for deeper understanding of cultural diversity and impact of Windrush.</p>	<p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p> <p>Supporting opportunities in Art, DT, Drama, music to reinforce learning</p>			
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NC Links	A significant turning point in British history, for example, the first railways or the Battle of Britain.	The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements.			
Builds on to	The impact of WWII leading to Windrush migration post war to help rebuild and NHS					
Progression in KS 2 - Year 6	<ul style="list-style-type: none"> • Grasping that society is more than a series of unrelated activities. • Detecting change and continuity and commenting on these, e.g. rates of change, types of change, idea of progress and regress. Expanding usage of dates, periods, eras, including terms such as BC, AD. • Sequencing ten objects. • Identifying and applying different causes and effects. • Analysing the motives of individuals and groups. Explaining the beliefs of others, including some that are conflicting. • Using a range of sources in an investigation. Linking aspects of history across a period. Offering comparisons and contrasts across more than one period of history. • Engaging in an independent investigation. Checking the accuracy of depictions and interpretations. • Producing accounts of four or five paragraphs, including sub-headings. 					