

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip				
Year 6		History		
Autumn – Battle of Britain		Summer – Maya Civilisation		
<p>Key Skills:</p> <p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this:</p> <ul style="list-style-type: none"> and to identify changes within and across different periods describe <u>in factual detail</u> some of the main events, people and changes to include dates etc. give <u>several</u> reasons for, and results of, the main events and changes. They understand cause, effect and consequence. <u>understand</u> that aspects of the past have been represented and interpreted in different ways. select and combine information from <u>different sources</u> (primary and secondary). <u>Using their knowledge and understanding, they are evaluating sources of information and</u> identify those that are useful for particular tasks. are able <u>to select, synthesise and organise information</u> from a range of sources. <u>are producing</u> structured work, making appropriate use of dates and terms. <p><i>Due to the content and to get the fullness out of the topic, WWII is left to Year 6.</i></p>		<p>Key Skills:</p> <p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this:</p> <ul style="list-style-type: none"> to describe characteristic features of past societies and periods, using their knowledge and understanding, they are evaluating sources of information and identify those that are useful for particular tasks. are able to select, synthesise and organise information from a range of sources. are producing structured work, making appropriate use of dates and terms. <p><i>Due to the Maya being abstract to many, this topic is left to year 6. Limited access to museums and artefacts require the learner to be older.</i></p>		
<p>Key Question(s):</p> <p>Was the Battle of Britain a significant turning point in WW2?</p>		<p>Key Question(s):</p> <p>Who were the Maya and why were they different to us?</p>		
<p>Learning</p> <p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. a significant</p>	<p>Activities</p> <ul style="list-style-type: none"> Learn about WWI and WWII to give context. Learn about vehicles involved in warfare with opportunities to plan a strategic attack by 	<p>Learning</p> <p>Pupils should be taught about: A non-European society that provides contrast with British history (Maya civilisation c. AD900).</p>	<p>Activities</p> <ul style="list-style-type: none"> Learn whereabouts in the world the Maya were based. Using a timeline, make links between the timing of the Maya 	

<p>turning point in British history, for example the Battle of Britain.</p> <p>A local history study e.g. a study of an aspect of history or a site dating from a period of 1066 that is significant in the locality (Tangmere).</p>	<p>deciding where to place ships, tanks, artillery and submarines.</p> <ul style="list-style-type: none"> • Learn about the Battle of Britain and decide whether it was a turning point in WWII (essay style question). • Learn about some of the heroes of war including Douglas Bader, Winston Churchill and the spies. 		<p>with other ancient civilisations covered in KS2 including Ancient Egypt and the Romans. Learn about the Maya religion to include their Gods, Creation Story, Practices (blood sacrifices) and beliefs. Drawing links between Christianity and other Ancient Civilisations.</p> <ul style="list-style-type: none"> • Learn about Maya Art and Architecture and their symbolism including comparisons between the Maya home (Naah) with other homes. 	
<p>Extension and Enrichment Opportunities</p>				
<p>Trip to Tangmere Aviation Museum</p> <p>WWII day in which children are emerged into a wartime school day and they must engage with reading, writing and arithmetic. They learn about school discipline, what to do in an air raid and go on a nature walk. In the afternoon, children take part in a Tea Dance where the speak to survivors of the war, eat cakes (they have prepared using war time recipes) and dance a waltz. Guest speakers have spoken to the children about their experiences.</p> <p>Children got to make their own gas mask box, identity card and ration book.</p> <p>Children have learnt how to knit and sew.</p>		<p>Publish their own Horrible Histories booklet with Maya facts. Maya themed week including these activities: Loom weaving, make Totem Poles, make Worry Dolls and design, make and decorate a piece of Maya pottery.</p>		