

## LSP History Curriculum Overview: Year 6

| Phase/<br>Year<br>Group | History Unit                                      | Prior Learning   | Historical Knowledge: Key Questions  | Vocabulary   | Historical Concepts and Skills   | Enrichment and Engagement activities                                    |
|-------------------------|---|--|--|--|--|---|
| 6                       | World War Two                                     | Significance/ change/ continuity – invasions, conflict and defence – Romans, Vikings | <p><b>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ol style="list-style-type: none"> <li>1. Was the Second World War inevitable?</li> <li>2. How did Britain prepare for war and what was the phoney war?</li> <li>3. Was the evacuation of Dunkirk a victory or disaster?</li> <li>4. What was the Battle of Britain?</li> <li>5. Was D-Day an important factor in determining the end of WW2?</li> <li>6. How did the Second World War end and what was its legacy?</li> </ol> | Allies<br>Axis<br>Air raid/ shelter<br>Blitzkrieg<br>Defeat<br>Evacuation/<br>Evacuee<br>Home front<br>Home guard<br>Invasion<br>Nazi party<br>Propaganda<br>Rationing<br>Appeasement<br>Atomic bomb<br>Blitzkrieg<br>Evacuation<br>Holocaust<br>Luftwaffe<br>Nazi Party<br>Propaganda<br>Soviet Union | <ul style="list-style-type: none"> <li>• Change &amp; continuity</li> <li>• Cause &amp; consequence</li> <li>• Similarity &amp; difference</li> <li>• Significance</li> <li>• Chronology</li> <li>• Evidence</li> <li>• Interpretations</li> </ul> | Educational Visit - WW2 evacuation experience<br><br>VE day celebration |
| 6                       | Civil Rights Movement/<br>Bristol Bus Boycott/The | Understanding of segregation and racial issues in                                    | <p><b>NC: a local history study</b></p> <ol style="list-style-type: none"> <li>1. What was the United States of America like in the 1950s?</li> </ol>  | Boycott<br>Civil rights<br>Civil disobedience<br>Integration   | <ul style="list-style-type: none"> <li>• Change &amp; continuity</li> <li>• Cause &amp; consequence e.g. labour</li> </ul>   | Educational Visit - M Shed, Bristol                                     |

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|  | Windrush Generation | America (Y5 – hidden figures)<br><br>Benin Kingdom, slavery and equality | <ol style="list-style-type: none"> <li>2. Why did Oliver Brown take the Board of education to the Supreme Court?</li> <li>3. Why did Rosa Parks NOT give up her seat on the bus?</li> <li>4. What was Dr Martin Luther King Jr's dream?</li> <li>5. What was the influence on the UK and what was the Bristol Bus Boycott?</li> <li>6. What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush?</li> <li>7. Why did the Windrush Generation come to Britain?</li> <li>8. What does the Black Lives Matter Movement?</li> </ol> | Jim Crow Laws<br>Klu Klux Klan<br>Segregation<br>Separate but equal<br>NAACP<br>Non-violence | shortages/Windrush Generation <ul style="list-style-type: none"> <li>• Similarity &amp; difference</li> <li>• Significance e.g. Bristol Bus Boycott</li> <li>• Chronology</li> <li>• Evidence</li> <li>• Interpretations</li> </ul> | 2020 Black Lives Matters marches and events in Bristol.<br><br>Between 1948 and 1970, nearly half a million people from the Caribbean came to Britain.<br>Research some true stories. |
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