

Year 6 Autumn: What does the census tell us about our local area?		
Intended outcome of the unit	Lesson	Objective
- Identify the type of information the census gives about people. - Use the census to make inferences about people from the past, providing supporting evidence for their statements. - Make observations from the census and identify changes between periods of time. - Identify the dangers of working in a textile mill. Create questions to identify the thoughts and feelings of a Victorian working child. - Identify the key events of Mary's life and interpret her thoughts and feelings. - Extract information from the census to recreate the lives of people who lived in a household from the local area. - Extract information from the census and decide whether a family was rich or poor. - Describing change throughout time.	1	What does the census tell us about the people living in our local area? To use the census to make inferences about people from the past.
	2	What happened to Mary Bucktrout? To use the census to investigate how the lives of people in the past changed.
	3	What happened to Mary Bucktrout? To use primary sources to find out about the working conditions of children in factories.
	4	How did Mary Bucktrout feel about the key events in her life? To recreate the thoughts and feelings of Mary Bucktrout.
	5	Who lived in our local area? To reconstruct the lives of people in a household using the census.
	6	Who lived in our local area? To compare census returns and identify continuities and changes in a household.
Key Vocab: bobbins, can-hooker, carding, census, comparing, condition, enumeration books, enumerator, flax, flax linen, flax mill, spinner, governess, head of household, inference		

Year 6
Spring: What was the impact of World War 2 on the people of Britain?

Intended outcome of the unit	Lesson	Objective
- Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make inferences and deductions about a photograph. - Describe how children may have felt when evacuated. - Evaluate the accuracy and reliability of sources. - Describe the impact WW2 had on women's lives.	1	Why did Britain go to war in 1939? To understand the causes of World War 2
	2	Who won the Battle of Britain? To understand how the Battle of Britain was won.
	3	What do sources tell us about the Blitz? To make inferences about the Blitz using images.
	4	What was evacuation like for children? To understand the emotions and experiences of children during the evacuation.
	5	What was evacuation like for children? To evaluate the accuracy and reliability of sources.
	6	What impact did WW2 have on women's lives? To identify the impact of WW2 on women's lives.
	7	Why did people migrate to Britain during and after World War 2? To explain why migrants come to Britain.
Key Vocab: accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability		

Year 6
Summer: History: Unheard histories

Intended outcome of the unit	Lesson	Objective
- Name the features of a banknote. - Make inferences about a person using a banknote. - Explain the significance of historical figures. - Make inferences from sources. - Apply criteria to decide if a person is historically significant and explain why. - Explain the significance of William Tuke. - Research important aspects of a person's life. - Explain what makes a person significant.	1	Who features on banknotes and why? To explain the significance of people on banknotes.
	2	Was Alfred the Great or Elizabeth I the more significant monarch? To decide whether a person is historically significant.
	3	How were Ellen Wilkinson and Betty Boothroyd historically significant? To evaluate the significance of historical figures.
	4	Why was William Tuke significant? To explain the significance of William Tuke
	5	Who was more significant? Lily Parr or Betty Snowball? To evaluate the significance of sporting people.
	6	Who will be the face of the new £10 note? To evaluate the significance of historical figures.
	7	
Key Vocab: Alan Turing, criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner, remarkable, remembered, watermark, Winston Churchill, Lily Parr, Betty Snowball		