



The BIG Picture

In this unit the children will be developing their knowledge of the causes and consequences of World War Two. They will focus on the Blitz and the Battle of Britain as key turning points in British History. The children will learn that there were distinctive elements to the Blitz. This unit will build upon the children's learning of the History of Liverpool in Year 5 as they will learn about people's experiences of the Blitz in the local area and nearby cities. This unit links with our history themes on invasion as the children explore the impact of countries being invaded. It also links with our theme of legacy as the children learn about the legacy left behind by WW2 and how this has an impact on us today. The children will have the opportunity to compare and contrast the experiences of civilians in Britain, Germany, USSR and Japan during World War II. They will learn about the major events and war leaders. The children will explore the global nature of the war and people involved. They will also study the impact of war on the deaths of some people from their locality/community. Children have the opportunity to show their History learning in English sessions through our linked text Star of Fear, Star of Hope.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Survivors from wars are remembered on November 11th (Observing Remembrance Day each year).

Children will understand that Britain has been invaded before and that these invasions have had a lasting impact upon our country (Y4 – Romans, Y5 – Anglo, Saxons, Vikings and Scots).

Key vocabulary & understanding:

Axis, allies, Nazi, evacuation, evacuee, Blitz, propaganda, Holocaust, Luftwaffe, refugees, RAF, Churchill, Battle of Britain, invasion

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

-changes in Britain from the Stone Age to the Iron Age.

-the Roman Empire and its impact on Britain

-Britain's settlement by Anglo-Saxons and Scots

-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

-a local history study

-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

-Ancient Greece – a study of Greek life and achievements and their influence on the western world

-a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Specific unit objectives

- To identify how, where, when and why WW2 began.
- To develop a clear narrative of WW2 including the global dimension.
- To explore children's experiences of evacuation and the impact this had.
- To know what the Blitz was and the impact it had on people.
- To know what the Battle of Britain was and why it was significant.
- To identify key individuals and the roles they played in WW2.
- To explore the impact of WW2 on the local community.
- To explore the differing roles of men and women in the war effort.
- To describe changes across an historical period (considering social, political, cultural and technological changes).
- To see the relationship between different periods and the legacy or impacts for themselves and their identity.
- To understand that historical knowledge comes from a range of sources.
- To challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.

Key Questions

What was the Blitz? When did it happen? Why did it happen?

How did the Blitz relate to the rest of the war?

What happened in World War Two? Whose war was it?

What does a local war memorial tell us about the impact of World War II on our community?

What does historical record tell us about the war?

How far does a fictional story tell us about the lives of evacuees?

What was it like to be a child in World War II?

What were the roles of men and women in the war?

What was the Battle of Britain? Why is it significant?

What is the legacy left behind by World War Two?

Key Knowledge

Know what, where, when and why World War Two happened. Know the dates of key events in WW2.

Know the names of significant individuals in WW2 and role they played.

Know what the Battle of Britain was and why it was important.

Know the impact of World War Two on our country.

Key Texts

The Lion and The Unicorn – Shirley Hughes
When Hitler Stole Pink Rabbit – Judith Kerr

Carrie's War – Nana Bawden
Goodnight Mr Tom – Michelle Magoran

Bombs and Blackberries – Julia Donaldson
Woeful Second World War – Terry Deary

A range of non-fiction books to use as sources.

Star of Fear, Star of Hope - Jo Hoestlandt

When We Were Warriors – Emma Carroll



The BIG Picture

In this unit the children will research and investigate our royal family. This unit builds upon their EYFS learning about our current king Charles III. They will look at various members of the royal family and how they are related to each other. They will look at members of the royal family who have had a significant impact on our country such as Queen Victoria. The children will build upon their Year 2 learning about the Battle of Hastings and the first King of England, William the Conqueror, before moving through time to look at Magna Carta and how it has shaped the laws we have today. The children will learn about Henry VIII and how he challenged Catholicism and created his own strand of religion – Church of England. This unit links to our theme of legacy as the children learn about the lasting impact that significant monarchs have had.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Our country is a monarchy and our king is called King Charles III (EYFS – Castles Knights, Kings and Queens).

Children will know the names of some former monarchs (Y2 – Great Fire of London - Charles II, Y2 – Castles and Local History – William the Conqueror, Y6 – World War Two – George VI.)

Key vocabulary & understanding:

Monarch/ Monarchy, changing power, absolute, constitutional, democracy, primogeniture, parliament, republic, monarchy, hereditary, social, political, religious, technological, cultural, expansion, dissolution, empire, hypothesis, reliability, ancient

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Specific unit objectives

- To know what a monarch and a monarchy are.
- To know how our monarchy began.
- To understand how key events have had an impact on our monarchy.
- To understand how events have had an impact on the role of the monarchy.
- To know and describe some key monarchs in the history of Britain.
- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past.
- To tell the story of events within and across the time periods studied.
- To describe connections, contrasts and trends over time periods studied.
- To annotate a timeline with historical terms and facts, showing a sense of historical scale.
- To see the relationship between different periods and the legacy and impacts for the national identity.
- To discuss and compare a range of plausible causes and effects.
- To recognise that some events and people are more significant than others and use evidence to back-up responses.

Key Knowledge

Know what a monarch is.

Know the names and key details about some monarchs.

Know how the monarchy began.

Know how the power of the monarchy has changed over time.

Know about key events that have had an impact on the monarchy.

Key Questions

- What is a monarch?
- What monarchs have we had?
- Why do we have a monarch?
- How powerful is / are the monarchs?
- What powers did / does a monarch have?
- What is the role of a monarch?
- How has the power of the monarchy changed over time?
- What was the most significant change?
- Which monarchs are really significant? What legacy have they left our country?

Key Texts

A range of non-fiction books to use as sources.

Kings and Queens – Tony Robinson

Kings and Queens (History of Britain) Ruth Brocklehurst

True Tales of Kings and Queens – CGP

Rotten Rulers – Terry Deary

Cruel Kings and Mean Queens – Terry Deary



The BIG Picture

In this unit the children will be developing their knowledge of the History of one area of Runcorn. They will be learning about the origins of Norton Priory and the impact that local and national events have had upon the priory. The children will be able to link their knowledge of the different periods of British history that they have studied to what was happening at Norton Priory in these times. This also links to the previous Year 6 unit on the Monarchy as children can discover how the decisions made by some significant monarchs had an impact on the priory. This unit of work builds on the local History unit that the children will have completed in Year 2.

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

-a local history study

-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children will know some of the ages and eras that are a part of British History (Y3 – Stone Age to Iron Age, Y4 – Romans, Y5 – Anglo Saxons, Scots and Vikings and Y6 – WW2).

Children will know how the decisions made by some monarchs have had a lasting impact on our country. (Y6 – Monarchy)

Children will know some information about how Runcorn was founded (Y2 – Castles and Local History).

Key vocabulary & understanding:

Norton, priory, monks, Bridgewater, canal, civil war, Halton castle, Dutton, archaeology, remains, excavation, museum, coffin, Padgett's disease, Parliamentary, Cavalier, skeleton, walk, St Christopher, monastery.

Specific unit objectives

- To create a timeline of Norton Priory through History from its origins to Modern day.
- To understand when, how and why Norton Priory was founded.
- To understand the role Norton Priory played in the English Civil War.
- To understand the impact of national events on the priory.
- To understand how the local area had an impact on the priory.
- To understand how and why the priory has changed throughout History.
- To annotate a timeline with historical terms and facts, showing a sense of historical scale.
- To understand historical concepts change and development, continuity, similarity and difference.
- To discuss and compare a range of plausible causes and effects.
- To make links between historical events, changes and cultures across the range of periods studied.
- To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.

Key Questions

What is Norton Priory?
Where is Norton Priory?
How and when was the priory founded?
How has Norton Priory changed through the ages?
How do we know so much about the priory's History?
Why was the priory abandoned?
Which historical people or events have had an impact upon the priory?
How did what was happening in the rest of the country effect Norton Priory?

Key Knowledge

Know how Norton Priory was founded.
Understand the events that Norton Priory has been involved in over time.
Know the impact the priory had on the local area and the impact of the local area on the priory.

Key Texts

Norton Priory Guide Book
Norton Priory History of Excavations.
A range of non-fiction books to use as sources.