



## HISTORY

### **Curriculum Intent**

Through studying history at Walton Oak, pupils will build an understanding of the chronology of events within our history and how these have impacted on life in modern Britain today. We aim to inspire children's curiosity about the past by ensuring they have exposure to a range of sources including images, artifacts, original documents, experience days and visits. Children will learn to ask perceptive questions about the past, learn ways to find answers to their questions and recognize similarities and differences between 'now' and 'then'.

### **Themes:**

**1. Chronological Knowledge**

*BCE/CE, main periods in history, significant events and people*

**2. Historical understanding**

*How things happened and why, points of view, contrasting arguments, similarities and differences*

**3. Historical skills**

*Primary and secondary sources, research skills, interpreting the past*

**4. Impact on modern Britain**

*Local history, impact on modern day*

All history books will contain two timelines: one which encompasses pre-history and early civilisations and peoples and one which covers the past 1000 years of British history. These will be added to with each new topic taught so that children can see where the time they are learning about fits in relation to others.

**HISTORY: CORE STUDY FOR YEAR SIX**

1. Chronological Knowledge - Core knowledge includes themes, concepts, and skills that underpin the chronological narrative.

Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>World War II (1939–1945)</b></p> <ul style="list-style-type: none"> <li>● <b>Key Dates:</b> <ul style="list-style-type: none"> <li>○ 1939: Germany invades Poland; Britain and France declare war.</li> <li>○ 1940: Battle of Britain.</li> <li>○ 1941: Germany invades the Soviet Union; Japan attacks Pearl Harbor.</li> <li>○ 1944: D-Day landings.</li> <li>○ 1945: Germany surrenders; atomic bombs dropped on Hiroshima and Nagasaki.</li> </ul> </li> </ul> <p><b>The Suffragettes (Late 19th – Early 20th Century)</b></p> <ul style="list-style-type: none"> <li>● <b>Key Dates:</b> <ul style="list-style-type: none"> <li>○ 1866: First women's suffrage petition presented.</li> <li>○ 1903: Formation of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Place events on timelines, noting connections and trends.</li> <li>● Use terms like BC, AD, century, and decade.</li> <li>● Compare different historical periods.</li> <li>● Understand the sequence of events from the Stone Age to the present.</li> <li>● Recognize the impact of events like World War II, the Suffragette movement, and the development of castles.</li> </ul>	<p><b>World War II</b></p> <p>Blitz Evacuee Rationing Conscription Allies Axis Powers D-Day Luftwaffe Blackout Holocaust</p> <p><b>The Suffragettes</b></p> <p>Suffrage Suffragette WSPU Votes for Women Emmeline Pankhurst Civil Disobedience Representation of the People Act 1918 Equal Franchise Act 1928</p> <p><b>Castles</b></p> <p>Motte-and-Bailey Keep</p>	<p><b>World War II</b></p> <p><b>Timelines:</b> Sequence key events like D-Day and the Blitz.</p> <p><b>Role-Playing:</b> Assign roles such as evacuees or ARP wardens to explore civilian experiences.</p> <p><b>Primary Sources:</b> Incorporate letters, ration books, and propaganda posters for analysis.</p> <p><b>The Suffragettes</b></p> <p><b>Debates:</b> Host discussions on women's rights and suffrage.</p> <p><b>Role-Playing:</b> Reenact key events like protests or speeches by Emmeline Pankhurst.</p> <p><b>Castles</b></p> <p><b>Model Building:</b> Construct models of motte-and-bailey or concentric castles.</p>

<p>Women's Social and Political Union (WSPU).</p> <ul style="list-style-type: none"> <li>○ 1918: Representation of the People Act grants voting rights to women over 30.</li> <li>○ 1928: Equal Franchise Act grants equal voting rights to all women over 21.</li> </ul> <p><b>Castles (Medieval Period)</b></p> <ul style="list-style-type: none"> <li>● <b>Key Developments:</b> <ul style="list-style-type: none"> <li>○ 1066: Norman Conquest introduces motte-and-bailey castles.</li> <li>○ 12th–14th centuries: Transition to stone keeps and concentric castles.</li> <li>○ 15th century: Emergence of tower houses and fortified manor houses.</li> </ul> </li> </ul>		<p>Moat  Drawbridge  Battlements  Siege  Fortification  Bailey  Curtain Wall  Portcullis</p>	<p><b>Virtual Tours:</b> Use online resources to explore famous castles - Eduthing</p> <p><b>Design Projects:</b> Children could design their own castles, considering features like moats and drawbridges.</p>
<p><b>Extended skills and vocabulary:</b> In Year 6, children can enhance their historical understanding by developing extended skills such as analysing primary and secondary sources for reliability and bias, engaging in structured debates to explore multiple perspectives, and expressing their learning through creative mediums like art, drama, and writing. These activities not only deepen their comprehension of topics like World War II, the Suffragettes, and Castles but also foster critical thinking and empathy. Incorporating key vocabulary—such as "propaganda," "suffrage," and "fortification"—within these contexts further solidifies their grasp of historical concepts.</p>			

## 2. Historical Understanding

Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>● Understand causes like Hitler's expansion and Britain's response.</li> <li>● Learn about rationing, evacuation, and women's roles.</li> <li>● Recognize events like the Blitz and D-Day.</li> <li>● Gain awareness of the Holocaust.</li> </ul> <p><b>The Suffragettes</b></p> <ul style="list-style-type: none"> <li>● Know key figures like Emmeline Pankhurst.</li> <li>● Understand methods used for women's voting rights.</li> <li>● Learn about the Representation of the People Act 1918.</li> </ul> <p><b>Castles</b></p> <ul style="list-style-type: none"> <li>● Identify features like moats and drawbridges.</li> <li>● Understand their role in medieval defense.</li> <li>● Explore daily life within castles.</li> </ul>	<p><b>Chronological Understanding:</b> Placing events, people, and changes in the correct time order using timelines and historical terms like 'decade' and 'century'.</p> <p><b>Historical Enquiry:</b> Using a range of sources to investigate the past, asking and answering questions, and recognising the difference between primary and secondary sources.</p> <p><b>Interpretation of History:</b> Understanding that history can be represented and interpreted in different ways, and evaluating the reliability of various sources.</p> <p><b>Communication:</b> Presenting historical information and explanations clearly, using appropriate vocabulary and formats such as reports, discussions, or presentations.</p>	<p><b>World War II</b> evacuation, rationing, Blitz, blackout, propaganda, air raid, VE Day, D-Day, Holocaust, Allies, Axis.</p> <p><b>The Suffragettes</b> suffrage, suffragette, protest, WSPU, Emmeline Pankhurst, civil disobedience, hunger strike, Representation of the People Act.</p> <p><b>Castles</b> motte-and-bailey, keep, drawbridge, moat, turret, battlements, siege, fortification, arrow slit, portcullis. Integrate these terms through discussions, writing, and visual aids.</p>	<p><b>Role-play:</b> Children act out scenarios like air raids or suffragette protests, using terms such as <i>evacuation</i> or <i>suffrage</i>.</p> <p><b>Primary sources:</b> Analysing letters or posters helps students understand words like <i>propaganda</i> or <i>petition</i>.</p> <p><b>Hands-on activities:</b> Building castle models or using vocabulary cards reinforces terms like <i>turret</i> or <i>drawbridge</i>.</p>

**Extended skills and vocabulary:** Year 6 children should develop advanced historical skills and vocabulary to deepen their understanding. They should critically analyse primary and secondary sources, recognising bias and reliability. Children should interpret historical events from multiple perspectives

and place them within a chronological framework. Key vocabulary includes terms like *bias*, *primary source*, *interpretation*, *continuity*, *change*, *cause*, and *consequence*. These skills and terms enable students to engage critically with history and communicate their understanding effectively.

3. Historical Skills			
Core knowledge	Core skills	Core vocabulary	Taught through
<p>Year 6 children should develop core historical skills to understand topics like World War II, the Suffragettes, and Castles. These include chronological understanding, source analysis, and interpretation. They should be able to place events in time, evaluate the reliability of sources, and understand different perspectives. For example, in studying World War II, students can explore the causes and effects of the war, the experiences of evacuees, and the role of women on the home front . In learning about Castles, they can investigate their design, purpose, and the lives of people who lived in them .</p>	<ul style="list-style-type: none"> <li>● <b>Chronological Understanding:</b> Placing events, people, and changes in the correct time order using timelines and historical terms like 'decade' and 'century'.</li> <li>● <b>Historical Enquiry:</b> Using a range of sources to investigate the past, asking and answering questions, and recognizing the difference between primary and secondary sources.</li> <li>● <b>Interpretation of History:</b> Understanding that history can be represented and interpreted in different ways, and evaluating the reliability of various sources.</li> </ul>	<p><b>Chronology:</b> century, decade, era, timeline, chronological order, BCE, CE, BC, AD</p> <p><b>Source Analysis:</b> primary source, secondary source, reliable, bias, evidence, interpretation, fact, opinion, enquiry, infer, consequence, cause, change, continuity, significance, reliability, accuracy</p> <p><b>Historical Concepts:</b> empire, civilisation, monarchy, parliament, revolution, abolition, suffrage, feudalism, colonisation, nationalism, pre-history, archaeology, artefact, excavate, archaeologist</p> <p><b>Interpretation and Perspective:</b> interpret, perspective, point of view, historical significance, historical</p>	<p><b>Role-Playing and Drama:</b> Incorporate role-playing activities where children assume the roles of historical figures or common people from the past. This method fosters empathy and a deeper understanding of historical contexts.</p> <p><b>Use of Artefacts:</b> Introduce children to historical artefacts or replicas to stimulate curiosity and discussion. Handling objects from the past can make history more tangible and relatable - Chertsey Museum.</p>

		enquiry, historical narrative, historical account	<b>Storytelling and Historical Fiction:</b> Employ storytelling techniques or historical fiction to bring historical events and figures to life.
<p><b>Extended skills and vocabulary:</b> In Year 6, children should develop extended historical skills and vocabulary to deepen their understanding of topics like World War II, the Suffragettes, and Castles. These include critically analysing primary and secondary sources, recognising bias and reliability, and interpreting historical events from multiple perspectives. Key vocabulary encompasses terms such as <i>evacuee</i>, <i>rationing</i>, <i>Blitz</i>, <i>suffrage</i>, <i>suffragette</i>, <i>motte-and-bailey</i>, and <i>keep</i>.</p>			

4. Impact on Modern Britain			
Core knowledge	Core skills	Core vocabulary	Taught through
Year 6 children should understand how World War II, the Suffragette movement, and castles have influenced modern Britain. World War II led to the establishment of the welfare state, including the National Health Service, and increased women's participation in the workforce. The Suffragette movement secured women's right to vote and paved the way for greater gender equality in politics and society. Castles, as symbols of feudal authority, have shaped British architecture and heritage, influencing local governance and community identity.	Year 6 children should develop core historical skills to understand the impact of World War II, the Suffragette movement, and castles on modern Britain. These include chronological understanding, source analysis, and interpretation. Students should be able to place events in time, evaluate the reliability of sources, and understand different perspectives. For example, in studying World War II, students can explore the causes and effects of the war, the experiences of evacuees, and the role of women on the home	<p><b>Chronology:</b> timeline, era, century, decade, BCE, CE, BC, AD</p> <p><b>Source Analysis:</b> primary source, secondary source, reliable, bias, evidence, interpretation, fact, opinion, enquiry, infer, consequence, cause, change, continuity, significance</p> <p><b>Historical Concepts:</b> empire, civilisation, monarchy, parliament, revolution, abolition, suffrage, feudalism, colonisation, nationalism, pre-history, archaeology, artefact,</p>	<p><b>Use Primary Sources/Artefacts:</b> Introduce children to real historical artifacts like letters, speeches, or photos. Engaging with primary sources allows students to experience history firsthand and develop a personal connection to the past - Chertsey Museum.</p> <p><b>Role-Playing and Drama:</b> Incorporate role-playing</p>

	<p>front. In learning about Castles, they can investigate their design, purpose, and the lives of people who lived in them.</p>	<p>excavate, archaeologist</p> <p><b>Interpretation and Perspective:</b> interpret, perspective, point of view, historical significance, historical enquiry, historical narrative, historical account</p>	<p>activities where children assume the roles of historical figures or common people from the past.</p> <p><b>Storytelling and Historical Fiction:</b> Employ storytelling techniques or historical fiction to bring historical events and figures to life. This approach can make learning more engaging and memorable. - Use SEESAW to record evidence.</p> <p><b>Enrichment Day:</b> Spend a day off timetable utilising knowledge and facts to embed learning that could then be adapted into writing longer pieces of evidence.</p>
<p><b>Extended skills and vocabulary:</b> In Year 6 children should be taught extended skills such as analyzing primary and secondary sources, comparing different perspectives, and evaluating historical significance. Vocabulary should include terms like "propaganda," "totalitarian," "suffrage," "suffragist," "enfranchisement," and "feudal system," allowing them to discuss World War Two, the suffragette movement, and medieval castles with more depth and precision. They should also develop the ability to understand and explain the broader impact of these topics on society.</p>			