



Knowle CE Primary Academy

Medium Term Plan: HISTORY



YEAR: 6

TERM: Spring

TITLE: Tolerance (WW2)

Substantive Concepts: Conflict and Invasion
Also taught in Yr 3 (Vikings) and Yr 4 (Romans)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Chronology - Different societies- Egyptians, Romans and Greeks- Link to intolerance. Year 5 democracy (Ancient Greeks)	THE BIG QUESTION 	Knowledge acquired: <ul style="list-style-type: none"> Key dates- start and end of WW2- 1939- 1945 Key leaders- Hitler/ Churchill Significant figures- Anne Frank Significant events- D-Day- 6th June 1944 Anti- Jewish Laws Holocaust Propaganda Concentration camps 	<ul style="list-style-type: none"> Re- enactment of D-Day - role play Anne Frank's Diary writing Writing Newspaper articles about Kristallnacht Charcoal images of D-Day 	<ul style="list-style-type: none"> Learning about Non-Violence (links with RE-Hinduism) Morale values- learning about Anti- Jewish laws Empathizing with Anne Frank when exploring her life. The impact of the holocaust. Is it worth sacrificing your life for one's country? 	<ul style="list-style-type: none"> Knowle History Society- visitors come in and children interview them about their experiences of the war. Royal British Legion- Poppy appeal in November, laying of the wreath, joining in with the Remembrance Parade. Visit to the Holocaust memorial at Solihull civic centre. Visit to the synagogue. Links to the Royal British Legion
	LINKS to NC/rationale: <ul style="list-style-type: none"> ✓ A local History Study ✓ A study of an aspect or theme in British History that extends beyond 1066 	Skills/Concepts explored: <ul style="list-style-type: none"> Chronology Devise and address perceptive questions Construct informed responses that involve thoughtful selection and organisation of historical information. Manipulation of sources. Note connections, contrasts and trends overtime. Develop appropriate historical terms. 	 		

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		Key vocabulary: <ul style="list-style-type: none"> ▪ Persecution ▪ Chronology ▪ Global ▪ Past ▪ Present ▪ Primary/ secondary sources ▪ Sacrifice ▪ Holocaust ▪ Causation ▪ Tolerance 			
ASSESSMENT CRITERIA: <ul style="list-style-type: none"> • Sequence events using dates • Provide overviews of the most significant features of different events. • Explain the role and significance of different cause and effects of events. • Explain why a historical event, society or person were of particular significance. • Explain how and why it is possible to have different interpretations of an event. • Comment on the value of a range of different type of sources for enquiries. • Reach a valid and substantiated conclusion to an enquiry. 					