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| **p3d.in - roman helmetHistory Scheme of Work**  **Perranporth C P School** |

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| **Year 6 Autumn Term** | | | | | | | | |
|  | **AUTUMN 1st Half** | | | | | **Autumn 2nd Half** | | |
| **Theme** | **Revolution** | | | | | **Darwin’s Delights** | | |
| **British Key Question** | How did the Victorians change Britain? | | | | | How did get here? | | |
| **Enhancements** | Visit to Lanhydrock  Mrs Swift to visit  Local work to see Victorian legacies (railway)  Victorian classroom | | | | | Christmas play fund raiser | | |
| **Books** | Oliver Twist by Charles Dickins  The Highwayman by Alfred Noyes   Black Beauty*by Anna Sewell*  The Wolves of Willoughby Chase*by Joan Aiken* | | | | | Sky Hawk*– Gill Lewis* | | |
| **Addressing Stereotypes** | Role of Women (Queen Victoria)  Are poor people lazy? | | | | | Mary Anning – women scientists | | |
| **British Values** | Democracy – Women’s suffrage  Rule of Law – Robert Peel  Individual Liberty – Women’s suffrage  Mutual Respect & Tolerance – Dr Barnardo | | | | | Democracy –  Rule of Law –  Individual Liberty –  Mutual Respect & Tolerance – | | |
| **History**  **(All NC subject content covered)** | 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.  Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | | | | | Create an in-depth study of an aspect of British history beyond 1066. | | |
| **Key Historical Skills to be Taught** | H-Y6K1.1  H-Y6K1.7 | H-Y6C2.1  H-Y6C2.3  H-Y6C2.4 | H-Y6I3.1  H-Y6I3.2  H-Y6I3.3 | H-Y6E4.1  H-Y6E4.2  H-Y6E4.3  H-Y6E4.4 | H-YO6C5.1  H-YO6C5.4 |  |  |  |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | Who were the Victorians?  Use a range of source materials to gather initial ideas, recording them by creating an information collage. Share their findings with others in the group, identifying any inconsistencies in information presented as facts. Place key dates on a Victorian timeline and chronology of Victorian period. Rich and poor children Use a variety of historical source materials to investigate and compare the lives of rich and poor children during Victorian times. Collect important facts, dates and information about children’s lives and record them in note form. The young Queen Victoria Look at pictures of Queen Victoria as a child. Discuss what they can see and make assumptions about her childhood. Watch historical animations and documentaries about Queen Victoria’s early life to see if their assumptions were correct and to begin collecting views of the queen as presented by others. Reliability of historical source materials Work in pairs to answer the question 'How reliable are visual materials as a historical source?' Look at a range of photographs, illustrations and paintings of Queen Victoria and her family to consider what they can reveal about the past. Think about the types of questions that a historian would ask when faced with this kind of evidence. Crime and punishment Find out about crime and punishment in Victorian England. Discover what types of crimes were most common and which were considered the most serious. Consider why crime was rife during the Victorian era and how this was linked to the many families who lived in poverty. Find out why Sir Robert Peel and Lord John Russell are significant names in relation to the topic of crime and punishment. Decide how they would like to present the information and suggest ways that the theme could be researched. Victorian slums Work in teams to find out about life in the Victorian slums. Find out what they were, how they arose and what everyday life was like for the people who lived there. Create a fact sheet to present their research. Daily chores Look at, handle and sort a range of Victorian household objects to investigate what they are and how they were used in the home. Take part in a Victorian washing day to find out how tiresome such daily chores were and compare how much easier life is today. Explore the roles of women in Victorian times, including how the suffragette movement and women like Emmeline Pankhurst changed women’s lives forever. The Industrial Revolution Find out what is meant by the term ‘Industrial Revolution’. Work in pairs to discover why the introduction of steam power caused the revolution to gain such rapid pace during Queen Victoria’s reign and why coal was such an important raw material. Explain why Henry Bessemer’s method of converting iron into steel was so pivotal to Britain’s status as a ship building nation. Victorian inventions Look at various images of Victorian inventions. Check the invention dates and order the inventions on a timeline, talking about why they were so important. Find out who invented each item and work in groups to write a short biography about each inventor. The death of Prince Albert Find out about the death of Prince Albert, the cause and the effect that it had on the queen. The death of Queen Victoria Find out about the death of Queen Victoria and the state of Britain at the time that she died. Look at film and photographic evidence of her funeral and discuss how the British public reacted to her death. Victoria's successors Create a hand drawn or digital family tree of Queen Victoria’s successors, finding out about each of them. Write a simple biography for some of her most famous descendants. Discuss what Queen Victoria would have thought of them. Would she have been amused? | | | | | Who was Charles Darwin? Use a range of historical sources to answer the question, 'Who was Charles Darwin and why was he so important?' Discover where and when he was born, where he lived and what he studied. Find out how he came to be part of the scientific expedition on HMS Beagle and why it was so significant to his theory of evolution. Create a timeline to illustrate Darwin’s life up until his death on 19th April 1882. Mary Anning Use books and the web to find out about the British fossil collector and palaeontologist, Mary Anning. Locate the area where she carried out her work on a map and find out why it has such a wealth of fossils. Adding to our timelines Look back at their Darwin timeline and think about what else they could add to it now they have learned more about his life. Consider adding more dates and events or whether extra detail could be added to what’s already on the timeline. | | |
| **Vocabulary** | primary source/evidence  secondary source/evidence  reliable  extent of change  extent of continuity  evaluate  reliable  eye-witness  Monarchy  Empire  Factory  Industrial Revolution  Orphan  Population  Punishment  Reign  Revolutionise  Slum  Social reformer  Victorian  Workhouse | | | | | primary source/evidence  secondary source/evidence  reliable  extent of change  extent of continuity  evaluate  reliable  eye-witness  Adaptation  Ancestry  Evolution  Extinct  Fossil  Inheritance  Naturalist  Natural selection  Natural world  Species  Variation | | |
| **Outdoor Learning** | Local walk | | | | | Environmental area | | |

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| **Year 6 Spring Term** | | | | | | |
|  | **Spring 1st Half** | | | **Spring 2nd Half** | | |
| **Theme** | **Blood Heart** | | | **Fire Damp and Davy Lamps** | | |
| **British Key Question** | Does your heart belong to Britain? | | | What will Cornwall do when the tin is gone? | | |
| **Enhancements** |  | | | Geevor Visit  St Piran’s Day festival | | |
| **Books** | Pig Heart Boy – Malorie Blackman | | | The Giant’s necklace by Michael Morpurgo | | |
| **Addressing Stereotypes** | Mary Seacole  Florence Nightingale | | | Bal Maidens | | |
| **British Values** | Democracy –  Rule of Law –  Individual Liberty –  Mutual Respect & Tolerance – | | | Democracy – rights and responsibilities (mining disasters)  Rule of Law –safety of miners  Individual Liberty – Freedom of movement (Cousin Jack)  Mutual Respect & Tolerance – Different countries and cultures (Cousin Jack) | | |
| **History**  **(All NC subject content covered)** | Create an in-depth study of an aspect of British history beyond 1066. | | | Create an in-depth study of an aspect of British history beyond 1066. Local history study | | |
| **Key Historical Skills to be Taught** |  |  |  |  |  |  |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | What was life like before the NHS?  Find out what life was like before the NHS. What was the difference in treatment between those who could pay and those who could not.  Why did Aneurin Bevan begin the NHS?  How was the NHS established?  How has the NHS changed over time?  1952 people began paying for prescriptions  1958 first vaccines for polio and diptheria  1962 hospital plan  1968 first heart transplant  1972 first CT scans  1994 organ donor register created  2006 patient choice  How has the management NHS changed over time?  How has the NHS changed in response to Covid 19? | | | Geevor visit  Visit Geevor mining museum and see where generations of coal miners worked. Take part in an underground tour so that children can experience how it feels to descend into darkness. In the museum, spend time looking at exhibitions and encourage children to take plenty of photographs and video footage using a range of devices. Find out about the people in the mines and what effect the work had on the miners’ health and well-being. [The history of coal mining](https://maestro.cornerstoneseducation.co.uk/project/firedamp-and-davy-lamps/lesson/5300) Put the [Timeline cards](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2017-davy_dev_timeline_cards?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys) in a bag and ask individual or pairs of children to take a card from the bag. Once everyone has a card, ask the children to read the date and information, then ask ‘Can you put yourselves in chronological order?’ Children will need to work together to reach an agreement and order themselves correctly. Ask questions such as ‘How long has coal been mined in the UK? How has coal mining changed over the last two centuries? When did the mining industry in the UK start to decline?’ The need for coal Watch the BBC Teach Class Clip [The importance of coal in the Industrial Revolution](https://www.bbc.com/teach/class-clips-video/the-importance-of-coal-in-the-industrial-revolution/zmd8qp3), to begin to learn about the start of the Industrial Revolution and how coal was needed in vast quantities to fuel the new machines and industries that were springing up around the country. Provide children with the information resources about the [Industrial Revolution](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2017-davy_dev_the_industrial_revolution?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys) and [Coal-powered inventions](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2017-davy_dev_coal_powered_inventions?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys) to further their understanding of this rapidly changing time. Discuss why it was so important for coal to be mined and talk about the meaning of the nickname for coal, ‘black diamonds’. Mining disasterRead a variety of resources relating to the Levant (1919) and / or Botallack (1863) mining disasters. Use the evidence to make notes about the events, possible causes and consequences of the disaster. Encourage the children to see the disaster from all points of view including the injured miners, the widows and mothers of those killed, the owners of the mine(s) and other members of the local community.The end of an era?Display images of the 1984–85 miners’ strike. Ask children to look closely at the pictures and discuss what they can see. Ask ‘What do you think is happening here?’ and ‘How are people feeling?’ If you live in a mining community, ask an ex-miner or miner’s family member to come into school to talk to the children about the effects of the strike on local families and communities.Link to tin mining and the closure of the mines.What current developments are happening? | | |
| **Vocabulary** |  | | | Colliery  Davy lamp  Fossil fuel  General strike  Industrial revolution  Mine  Natural gas  Non-renewable energy  Renewable energy  Sediment  Strike  Tin | | |
| **Outdoor Learning** |  | | |  | | |

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| **Year 6 Summer Term** | | | | | | |
|  | **Summer 1st Half** | | | **Summer 2nd Half** | | |
| **Theme** | **Hola Mexico** | | | **Frozen Kingdoms** | | |
| **British Key Question** | Why do we have tacos? | | | Was the Titanic the greatest ship ever built? | | |
| **Enhancements** | Mexican food tasting | | | Miss Rowe’s friend | | |
| **Books** | Holes – Louis Sachar | | |  | | |
| **Addressing Stereotypes** | Role of women in Mayan culture | | | Are all explorers men? | | |
| **British Values** | Democracy –  Rule of Law –  Individual Liberty –  Mutual Respect & Tolerance – | | | Democracy –  Rule of Law –  Individual Liberty –  Mutual Respect & Tolerance – | | |
| **History**  **(All NC subject content covered)** | Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).  A non-European society that provides contracts with British history: Mayan Civilisation c. AD 900; Benin (West Africa) c AD 900-1300 | | | Create an in-depth study of an aspect of British history beyond 1066. | | |
| **Key Historical Skills to be Taught** |  |  |  |  |  |  |
| **Key questions / knowledge and understanding to be explained**  **Key Knowledge and facts to be recalled** | Maya civilisation Look at a range of images that illustrate aspects of ancient Maya civilisation. Work in pairs to talk about what they can find and develop a list of questions that would form the basis of further research work. Maya eras Timeline of each period illustrated with achievements, maps and identify the similarities and differences between each period  Pre Classic Era  Classic Era  Post Classic Era Temples and pyramidsResearch and describe a Mayan pyramid commenting on the purpose, sides, steps, platforms and compare with an Egyptian pyramidSun, moon and planetsExplain why the sun, moon and planets were so important to the Mayans and give examples of ways in which their behaviour was effected by their beliefsCalendars and predictionsState in what ways the Mayan calendar system and our own is the same and different | | | Polar discovery Display the [Antarctic exploration timeline](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2020-polar_dev2_infs_antarctic_exploration?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys). Explore the events along the timeline, highlighting the dates of significant events, such as Captain Cook’s voyage across the Antarctic Circle, Robert Falcon Scott’s expedition to the South Pole and Ernest Shackleton’s Endurance expedition. Divide the children into pairs and challenge them to choose and research one of the significant events. The children could suggest ways to research their chosen event, including using the internet, information books and encyclopaedias. Ask them to feedback their findings, describing what was significant about the event they researched. Significant decisions Read the [Robert Falcon Scott information sheet](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2020-polar_dev2_infs_robert_falcon_scott?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys). After reading, ask the children to recount the information chronologically. Encourage the children to identify some of the factors that affected Scott’s ill-fated Terra Nova expedition and consider how his decisions affected the fate of the expedition, his life and the lives of others. Case study – Shackleton Read the [Ernest Shackleton information sheet](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2020-polar_dev2_infs_ernest_shackleton?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys). After reading, ask the children to discuss and summarise each paragraph, to identify the main points. Challenge the children to work in pairs to think critically about Shackleton’s Endurance expedition, focusing on the discussion questions outlined on the information sheet. Invite the children to gather together and discuss each of the discussion questions. Ask ‘What is your perspective of this historical event?’ Encourage the children to give reasons for their views. The unsinkable Titanic Display the [RMS Titanic picture cards](https://maestro.cornerstoneseducation.co.uk/school/1287/download/2020-polar_dev2_pc_titanic?token=eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJpc3MiOiJodHRwczpcL1wvbWFlc3Ryby5jb3JuZXJzdG9uZXNlZHVjYXRpb24uY28udWtcL2FwaVwvYXV0aFwvbG9naW4iLCJpYXQiOjE2MDYzOTQzNDAsImV4cCI6MTYyMTk0NjM0MCwibmJmIjoxNjA2Mzk0MzQwLCJqdGkiOiJJcmJsbVpINW9kMEYzQXB6Iiwic3ViIjoxMzA5OCwicHJ2IjoiODdlMGFmMWVmOWZkMTU4MTJmZGVjOTcxNTNhMTRlMGIwNDc1NDZhYSIsImtleSI6InY2eUNpZDNxRHZNZ054bU9ZV2hNNTBSSGxjZjBtTWdWU3A5bmdWd09WVEtsOURwb2NCIn0.dbUCGKYjwOEEvfeciW8zWyI1sPeNwutlKUHzANRV8Ys). Ask the children to articulate what the images show and any information they know about the ship and its history. Explain to the children that they will be carrying out an investigation to present a detailed account of the Titanic disaster. Ask the children to suggest different ways they might go about their investigation and identify the various source materials they will need to develop their account. Explain that they will also need to consider how they will present their account so that it is a clear and accurate narrative. Ask the children to consider, as part of their account, whether there were any positive outcomes from this most awful of disasters. | | |
| **Vocabulary** | Civilisation  Climate  Culture  Diverse  Equinox  Festival  Heritage  Indigenous  Landscape  Patron saint  Region  Tradition | | | Antarctic Circle  Arctic Circle  Boreal forest  Climate  Horizon  Indigenous  Native  North Pole  Polar Day  Polar night  Precipitation  South Pole  Tundra | | |
| **Outdoor Learning** | Sand sculptures on the beach | | |  | | |