History Component Knowledge

Year Six

What was the impact of WW2 on British people?

National Curriculum

Pupils should be taught about:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Learning:
L1: To understand the causes of World War 2.
Component Knowledge:

- Identify the causes of WW2.
- Place events on a timeline.
- Evaluate how significant the causes were.

Key Learning:
L2: To understand how the Battle of Britain was won.
Component Knowledge:

- Identify the different phases of the Battle of Britain.
- Compare the different strengths of the RAF and Luftwaffe.
- Understand the feelings of the aircrew.

Key Learning:
L3: To make inferences about the Blitz using images.
Component Knowledge:

- Describe the important details on a photograph.
- Make inferences from a photograph.
- Use inferences to make some deductions about the Blitz.

Key Learning:
L4: To understand the emotions and experiences of children during the evacuation.
Component Knowledge:

- Identify the reasons for evacuation.
- Make observations and inferences about how children thought and felt about evacuation.
- Demonstrate the feelings and thoughts of evacuees in a 'freeze frame'.

Key Learning:
L5: To evaluate the accuracy and reliability of sources.
Component Knowledge:

- Make inferences from a primary source.
- Create my own primary source describing evacuation.
- Evaluate the reliability of a primary source.

Key Learning:
L6: To identify the impact of WW2 on women's lives.
Component Knowledge:

- Explain why women's roles changed.
- Describe job roles fulfilled by women during WW2.
- Research and present information.

Key Learning:
L7: To explain why migrants come to Britain.
Component Knowledge:

- Name the groups who came to Britain pre-1066.
- Explain why people came to Britain pre-1066.
- Explain some push and pull factors for coming to Britain.
- Describe some experiences of migrants to Britain.

What does the census tell us about our local area?

National Curriculum

Pupils should be taught about:
A local history study

Key Learning:
L1: To use the census to make inferences about people from the past.
Component Knowledge:

- Use the census to make inferences about people from the past.
- Provide supporting evidence for statements.
- Interpret evidence and explain answers.

Key Learning:
L2: To use the census to investigate how the lives of people in the past changed.
Component Knowledge:

- Make observations from the census.
- Identify changes between periods of time on the census.
- Make inferences to explain the changes.

Key Learning:
L3: To use primary sources to find out about the working conditions of children in factories.
Component Knowledge:

- Identify the dangers in a textile mill.
- Create questions to identify the thoughts and feelings of a Victorian working child.
- Create a realistic interpretation of Mary Bucktrout's experiences.

Key Learning:
L4: To recreate the thoughts and feelings of Mary Bucktrout.
Component Knowledge:

- Identify the key parts of Mary's life.
- Reconstruct Mary's thoughts and feelings.
- Create a diary extract for a key event in Mary's life.

Key Learning:
L5: To reconstruct the lives of people in a household using the census.
Component Knowledge:

- Extract information from the census.
- Recreate the lives of people in a household from the local area.
- Summarise details of the household.

Key Learning:
L6: To compare census returns and identify continuities and changes in a household.
Component Knowledge:

- Extract information from the census.
- Decide whether a family was rich or poor.
- Compare census extracts to identify continuities and changes.

Unheard histories: Who should feature on the £100.00 banknote?

National Curriculum

Pupils should be taught about:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Learning:
L1: To explain the significance of people on banknotes.
Component Knowledge:

- Name the features of a banknote.
- Make inferences about people featured on banknotes.
- Explain the contributions of historically significant individuals.

Key Learning:
L2: To decide whether a person is historically significant.
Component Knowledge:

- Make deductions from sources.
- Apply criteria when deciding on the historical significance of a person.
- Explain why a person is historically significant.

Key Learning:
L3: To evaluate the significance of historical figures.
Component Knowledge:

- Make deductions from a source about the characteristics of a person.
- Evaluate a person's achievements to decide if they are significant.
- Create criteria for selecting a historical person for a banknote.

Key Learning:
L4: To explain the significance of Mary Seacole.
Component Knowledge:

- Identify important phrases that tell me about Mary Seacole.
- Make inferences about Mary Seacole from primary sources.
- Explain why Mary Seacole could be considered remarkable.

Key Learning:
L5: To evaluate the significance of sporting people.
Component Knowledge:

- Research important aspects of a person's life.
- Create a fact file.
- Explain what makes a person significant.

Key Learning:
L6: To evaluate the significance of historical figures.
Component Knowledge:

- Identify the achievements of a historical figure.
- Explain why a historical figure is significant.
- Evaluate and explain which historical figure should be on a banknote.