



# Year 6: History



## Autumn Term A – World War One

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Understanding the role of empire in European politics is crucial to grasping the growing tensions that eventually led to the First World War. This unit begins with an exploration of the causes of the war. Our Year 6 historians will use their existing knowledge of the British Empire to comprehend how the ambition to build vast empires, coupled with increasing conflict, distrust, and animosity among European powers, made the assassination of Archduke Franz Ferdinand a catalyst for a global conflict that claimed millions of lives.</p> <p>Throughout this unit, the children will apply their knowledge of previous wars, such as the Seven Years' War, to identify similarities and differences between past conflicts and World War I. Many historians consider World War I to be the first truly modern war, and our Bentley Heath historians will explore and discuss the reasons behind this. They will examine how industrialisation and new technology, such as armoured tanks, introduced new weapons to the battlefield.</p>	<ul style="list-style-type: none"> <li>• Prior to 1914, tension was mounting in Europe with secret alliances.</li> <li>• The assassination of Archduke Ferdinand resulted in Austria-Hungary declaring war on Serbia.</li> <li>• Following the assassination, Austria-Hungary declared war on Serbia.</li> <li>• Britain declared war on Germany on 4th August 1914, after Germany invaded Belgium.</li> <li>• WWI was fought on land, at sea and in the air.</li> <li>• On the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches.</li> <li>• The people on the 'Home Front', took up jobs in factories, farms, offices etc.</li> <li>• The war ended 11th November 1918 when Germany and the allies signed a ceasefire.</li> <li>• The Treaty of Versailles was signed in 1919.</li> <li>• Over 15 million people were believed to have been killed during the war and many more injured</li> </ul>	<p><b>Historical Context:</b> Understanding the political, social, and economic conditions leading up to the war, including the alliances, conflicts, and events that precipitated it.</p> <p><b>Military History:</b> Examining the strategies, battles, and technological advancements in warfare during the period. This includes trench warfare, the use of tanks, and chemical weapons.</p> <p><b>Social History:</b> Exploring the effects of the war on civilian populations, including changes in gender roles, the impact on families, and the psychological effects on soldiers and civilians.</p> <p><b>Ethics and Philosophy:</b> Reflecting on the moral and ethical questions raised by the war, such as the justification for war, the treatment of prisoners, and the impact of propaganda.</p>

### Sequence:

This unit builds on the chronological learning from Year 5, enabling children to apply their knowledge of pre-war Britain to gain a deeper understanding of the causes and consequences of World War I on both Britain and the wider world. The focus of this unit is on developing two key substantive concepts: Empire and War. Additionally, they will build on their understanding of war tactics, including trench warfare, and weaponry as they study World War II and the Cold War later on in this academic year.

## Autumn Term B – The Suffragettes

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit explores democracy in Britain up to the 19th century. Building on their previous knowledge of British democracy, Parliament, and prime</p>	<ul style="list-style-type: none"> <li>• During the 19th and early 20th century, only wealthy men could vote.</li> <li>• The National Union for Women's</li> </ul>	<p><b>Historical Context:</b> Understanding the social, political, and economic conditions that led to the rise of the Suffragette movement. This includes</p>

<p>ministers, our historians will learn about the realities of democracy during this period. They will compare it with modern democracy, noting that only the wealthy could vote at the time. The unit covers the extension of voting rights to more men and the early advocacy for women's suffrage. Our children will study the campaigns of the National Union of Women's Suffrage Societies, led by Millicent Fawcett, and the Women's Social and Political Union, led by Emmeline Pankhurst. They will also examine the anti-suffrage movement and its supporters, including Queen Victoria. Using primary sources, our Bentley Heath historians will explore the thoughts, beliefs, and experiences of people from that era, analysing different perspectives on suffrage.</p>	<p>Suffrage Societies was led by Millicent Fawcett.</p> <ul style="list-style-type: none"> <li>• Fawcett wanted women to have the same voting rights as men.</li> <li>• The NUWSS members (suffragists) campaigned peacefully.</li> <li>• The Women's Social and Political Union was led by Emmeline Pankhurst.</li> <li>• Pankhurst fought for suffrage for all women.</li> <li>• The WSPU members (suffragettes) were sometimes violent and broke the law.</li> <li>• There was also an 'anti-suffrage' movement at the time.</li> <li>• In 1918, some women were given the vote.</li> <li>• In 1928, all women were given the same voting rights as men.</li> </ul>	<p>the status of women in society, previous reform movements, and the broader context of the early 20th century.</p> <p><b>Political Science:</b> Analysing the political strategies and tactics used by the Suffragettes, including peaceful protests, civil disobedience, and more militant actions. This also involves studying the responses of the government and society to these tactics.</p> <p><b>Social History:</b> Exploring the impact of the Suffragette movement on everyday life, including changes in gender roles, family dynamics, and public opinion. This also includes the role of media and propaganda in shaping public perceptions.</p> <p><b>Legal Studies:</b> Examining the legal battles fought by the Suffragettes, including key legislation such as the Representation of the People Act 1918, which granted voting rights to certain women. This also involves understanding the legal restrictions and punishments faced by Suffragettes.</p> <p><b>Ethics and Philosophy:</b> Reflecting on the moral and ethical questions raised by the Suffragette movement, such as the justification for civil disobedience, the use of violence in protest, and the broader implications for human rights and equality.</p>
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Sequence  
 This unit builds on the World War I unit studied in Autumn A. Although the Suffragette movement began before World War I, we teach World War I first. This approach ensures that children have the necessary background knowledge about the role women played during the war and the subsequent Representation of the People Act. Throughout the curriculum, children have explored the role of women, including their disenfranchisement in Athens, where they were not considered citizens, and their roles in Ancient Egypt.

## Spring Term A – The Rise and Fall of Hitler

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Our Year 6 historians will learn about the rise of Adolf Hitler and how Germany's surrender in 1918 shocked him. Building on their understanding of political instability from the Year 5 unit on the French Revolution, they will explore how such instability can lead to</p>	<ul style="list-style-type: none"> <li>• After WW1, many Germans were unhappy about the Armistice and Treaty of Versailles.</li> <li>• The Treaty of Versailles blamed Germany for starting the war and outlined punishments.</li> <li>• In 1921, Adolf Hitler became the leader of the Nazi party.</li> </ul>	<p><b>Historical Context:</b> Understanding the political, social, and economic conditions in Germany and Europe that facilitated Hitler's rise to power. This includes the aftermath of World War I and the Treaty of Versailles</p> <p><b>Political Science:</b> Analysing the structure and strategies of the Nazi</p>

<p>dictatorship. The unit will focus on nationalism, examining the Nazi party and its racist ideology. Our children will learn how the Nazis controlled various aspects of life in Germany, including gender roles and education, and how Hitler blamed Jewish people for societal problems, leading to widespread persecution. The unit will cover key events such as Kristallnacht, where Jewish homes, businesses, and synagogues were attacked, and many Jews were arrested and sent to concentration camps. We will read primary sources, including diary entries, to understand the experiences of people who witnessed these events.</p>	<ul style="list-style-type: none"> <li>• The Nazi party promoted German nationalism.</li> <li>• The Nazi party had racist views, they believed in a superior Aryan race.</li> <li>• The Nazi party controlled many aspects of life in Germany, including school curriculums.</li> <li>• German children were taught to hate ‘others’ including Jewish people.</li> <li>• In 1938, Kristallnacht saw Jewish homes, businesses, Synagogues attacked, &amp; people killed.</li> <li>• Many Jews tried to leave Germany to seek refuge elsewhere.</li> <li>• In 1939, Germany invaded Poland to regain land, enslave Polish people and take power.</li> <li>• In 1939, Britain declared war on Germany as a response to the invasion of Poland.</li> </ul>	<p>party, including propaganda, political campaigns, and the use of violence and intimidation.</p> <p><b>Social History:</b> Exploring the impact of Nazi policies on various groups within German society, including Jews and political opponents. This includes understanding the social dynamics and public opinion during Hitler’s regime.</p> <p><b>Military History:</b> Studying the Holocaust and its implementation.</p> <p><b>Ethics and Philosophy:</b> Reflecting on the moral and ethical questions raised by Hitler’s actions and the Nazi regime.</p>
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Sequence:

Having previously studied World War I, pupils would have learned about the signing of the Armistice in 1918, which officially ended the war. The Armistice was an agreement between Germany and the Allies to cease fighting. In 1919, the Treaty of Versailles detailed the punishments and reparations imposed on Germany. In this unit, pupils will examine the impact of the Armistice and the Treaty of Versailles on German citizens, many of whom viewed the punishments as harsh and unjust.

## Spring Term B – World War 2

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit begins by establishing essential background knowledge about World War II, including its timeline, locations, and key participants. Emphasizing the global nature of the conflict, teachers will use maps to help children locate battle sites. The concept of “conquer” will be explored, focusing on the countries Germany occupied. Children will apply their knowledge of the British Empire to understand the significant contributions of people from across the empire to the Allied forces.</p> <p>The unit delves into the Battle of Britain, fought entirely in the skies, and the Blitz, a German air force strategy to force Britain to surrender. The role of the empire and overseas pilots will be examined using primary sources. The military aspects of the Battle of Britain and</p>	<ul style="list-style-type: none"> <li>• To know that WW2 was a war fought around the world by many countries from 1939-1945.</li> <li>• The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan).</li> <li>• The Battle of Britain was fought in the skies and won by the British RAF</li> <li>• Britain was heavily bombed in the war-known as the Blitz.</li> <li>• The Codebreakers at Bletchley Park played a significant role in helping the allies win the war.</li> <li>• The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people.</li> <li>• The Home Front also played a significant role and the government used propaganda to encourage the people to support the war.</li> </ul>	<p><b>Historical Context:</b> Understanding the events leading up to the war, including the Treaty of Versailles, the rise of totalitarian regimes, and the global economic conditions.</p> <p><b>Geography:</b> Identifying the countries involved in the war, their locations, and the significant battles and campaigns. This helps students understand the global scale of the conflict.</p> <p><b>Political Science:</b> Exploring the political ideologies and leaders of the time, such as democracy, fascism, and communism.</p> <p><b>Social History:</b> Examining the impact of the war on civilians.</p> <p><b>Military History:</b> Learning about the major battles, strategies, and technological advancements in warfare, such as the use of tanks, aircraft, and radar. This includes understanding the significance of</p>

<p>the Blitz are the primary focus, with the social context, including life on the Home Front, explored in more detail at the unit's end.</p>		<p>events like D-Day and the Battle of Britain.</p> <p><b>Ethics and Philosophy:</b> Reflecting on the moral and ethical questions raised by the war, such as the Holocaust and the treatment of prisoners of war. This encourages students to think critically about the consequences of conflict. This encourages students to think critically about the consequences of conflict.</p> <p><b>Primary Sources:</b> Analysing letters, diaries, photographs, and other primary sources to gain insights into the experiences of people who lived through the war. This helps students develop critical thinking and historical inquiry skills.</p>
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**Sequence:**  
 This unit builds chronologically on the 'Rise of Hitler' unit. Children will start by recalling the causes and outbreak of World War II, which they have previously covered. Throughout this unit, children will be encouraged to make connections between what they learned about World War I and other historical conflicts. In this unit, children will build on their previous knowledge of soldiers' lives and wartime battles by exploring the crucial role of intelligence and codebreaking in winning the war. They will learn about the code-breakers at Bletchley Park, where a significant portion of the workforce were women, and study the contributions of key figures like Alan Turing and Mavis Batey.

## Summer Term A – The Cold War

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Our Bentley Heath historians begin by reviewing essential knowledge from the 'World War II' unit, focusing on the USA-Soviet Union relationship in the 1940s. We then study the concepts of capitalism and communism, explaining the Cold War as a period of tension between the capitalist USA and the communist USSR. Our children will learn about the policies of containment and expansionism, and how the superpowers engaged in proxy wars instead of direct conflict. The unit covers the arms race, highlighting the Cuban Missile Crisis, and the space race, noting key achievements like Sputnik 1 and the Apollo 11 moon landing. We will also explore the controversial use of former Nazi scientists by both superpowers. The unit concludes with an in-depth look at proxy wars, including the Korean War, Vietnam</p>	<ul style="list-style-type: none"> <li>• To understand that the Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR.</li> <li>• To know that although the superpowers never officially went to war, they fought in proxy wars- each supporting opposing sides. For example, during the Korean War and the Vietnam War.</li> <li>• To know that the USA and USSR also competed to develop and stockpile the most dangerous nuclear weapons during the Cold War. This became known as the 'arms race'.</li> <li>• To know that in 1962 the world came close to nuclear war during the Cuban Missile Crisis.</li> <li>• To know that the superpowers also competed during the 'space race'. The USSR were the first to put a satellite into space and the USA were the first to put a man on the moon.</li> </ul>	<p><b>Historical Context:</b> Learning about the ideological differences between capitalism and communism.</p> <p><b>Geography:</b> Identifying the countries involved in the Cold War, their locations, and the significant events and conflicts that occurred globally. This helps students understand the worldwide impact of the Cold War.</p> <p><b>Political Science:</b> Exploring the political ideologies and leaders of the time, such as the USA's democracy and the USSR's communism.</p> <p><b>Social History:</b> Examining the impact of the Cold War on everyday life, including the fear of nuclear war, the influence of propaganda, and the cultural aspects such as the space race.</p> <p><b>Military History:</b> Learning about the major conflicts and strategies during the Cold War.</p> <p><b>Ethics and Philosophy:</b> Reflecting on the moral and ethical questions raised by the Cold War, such as the</p>

<p>War, Yom Kippur War, and the Soviet-Afghan War, encouraging our children to understand the concepts of protectionism and expansionism.</p>		<p>justification for nuclear weapons, espionage, and the impact of propaganda on public opinion.  <b>Primary Sources:</b> Analysing letters, speeches, photographs, and other primary sources to gain insights into the experiences of people who lived through the Cold War</p>
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**Sequence:**  
This unit follows the 'World War II' unit and challenges pupils to understand how the Cold War differed from previous wars like World War I and World War II. After World War II, the global balance of power shifted, leading to a polarized world dominated by two superpowers: the United States and the Soviet Union. This period of global competition, known as the Cold War, was characterized by the absence of direct combat between the superpowers. Prior to this unit, children have studied North America (Year 6) and Eastern Europe (Year 4) in Geography.

## Summer Term B – The History of Human Rights and Equality in Britain

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>The unit will involve reflecting on prior learning about human rights violations and protections throughout history, such as the Magna Carta, with a focus on Britain and a global perspective. Following this, our Year 6 historians will explore women’s rights, building on previous lessons about the Suffragettes. They will examine the evolution of women’s rights in Britain and globally, comparing the lives of women in 1918 to today and discussing significant historical figures.</p> <p>We will also cover the UN Convention on the Rights of the Child, analysing how perspectives on children and childhood have changed over time. Children will use their historical knowledge to understand these changes.</p> <p>Finally, the unit will delve into race and ethnicity, focusing on immigration and racial inequality. Children will compare the American Civil Rights movement to similar movements in the UK, discussing topics like the Transatlantic Slave Trade, the Bristol Bus Boycott, and Windrush, to understand Britain’s diverse history</p>	<ul style="list-style-type: none"> <li>• Human Rights are the rights and freedoms that belong to every person.</li> <li>• The UN established the Universal Declaration of Human Rights (1948).</li> <li>• In the UK, the Human Rights Act (1998) protects human rights.</li> <li>• The United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights.</li> <li>• The Race Relation Acts in the 1960s and 70s made race illegal.</li> <li>• The Equality Act 2010 replaced several anti-discriminatory laws with one Act which protects people.</li> </ul>	<p><b>Human Rights Fundamentals:</b> Understanding that human rights are the rights and freedoms that belong to every person.</p> <p><b>Universal Declaration of Human Rights (1948):</b> Learning about the establishment of this declaration by the United Nations, which outlines the basic rights and freedoms everyone is entitled to.</p> <p><b>Human Rights Act (1998):</b> Exploring how this UK legislation protects human rights within the country.</p> <p><b>United Nations Convention on the Rights of the Child (1989):</b> Studying this international treaty that grants a set of rights to all children.</p> <p><b>Women’s Rights:</b> Investigating the evolution of women’s rights in Britain, including the Suffragette movement and key legislation that advanced gender equality.</p> <p><b>Race Relations Acts (1960s and 70s):</b> Understanding the laws that made racial discrimination illegal in the UK.</p> <p><b>Equality Act (2010):</b> Learning about this comprehensive Act that replaced several anti-discriminatory laws to protect people from discrimination based on various characteristics.</p> <p><b>Social and Cultural Impact:</b> Analysing how these laws and declarations have impacted society and culture, promoting a more inclusive and equitable society.</p>

		<b>Primary Sources:</b> Using letters, speeches, photographs, and other primary sources to gain insights into the experiences of people who have fought for and benefited from human rights and equality.
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**Sequence:**

This unit, taught as the final unit in Year 6, allows our Year 6 historians to apply their comprehensive knowledge from the history curriculum to study the important theme of human rights and equality. Throughout their studies, our children have developed a coherent and chronological understanding of British and world history, exploring the lives of people from diverse backgrounds. This unit enables them to make connections, think critically, and use evidence to support their judgements.