

**Year 6**

<p><b>WW2 –</b> A significant turning point in British History</p>	<p><b>Places</b> Britain – Key cities affected by WW2 including London (The Blitz) Europe – Countries impacted greatly by WW2, including those which were invaded by the German army. America – Hawaii (Pearl Harbour)</p>	<p><b>People and problem/event?</b> People Key Axis Powers – Adolf Hitler, Benito Mussolini, Hideke Tojo, Emperor Hirohito Key Allies - Neville Chamberlin, Winston Churchill, Joseph Stalin, F D Roosevelt, Harry Truman, Charles De Gaulle Problems/Events Key events leading to WW2 Key events – The Blitz and evacuation (including evacuation in other countries), The Holocaust, Attack on Pearl Harbour</p>
	<p><b>Purpose</b> To know the reasons why WW2 started To know the impact of WW2 on children around the globe To know the impact of WW2 on Britain and the consequences of being at war on those left behind (inc women and children)</p>	<p><b>Aims</b> Understand historical concepts such as cause and consequence, similarity, difference and significance, and to draw contrasts.  KS2 Specific aim: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British History</p>
	<p><b>Historical concepts/ Language/ Chronological language</b> Concepts - Cause and consequence, similarity, difference and significance. The complexity of specific aspects of WW2 and how history does not happen in isolation. Language – axis, allies, alliance, Blitz, Holocaust, concentration camp, propaganda, Nazi, political party, rationing</p>	<p><b>Research skills</b> Framing historically valid questions: - Why was there a war after 'The Great War' which was to be the war that ended all wars? Key questions: What were the main causes of WW2? What were the consequences of Hitler coming into power? How did Britain change during and after WW2? What was life like for children during WW2 in Britain/Germany/Poland/France? What was the significance of WW2 on Britain?  Analysis of primary and secondary resources relating to aspects of the war. Understanding that both primary and secondary evidence of the events of WW2 help to construct our understanding of what it was like to live in WW2</p>
	<p><b>Other links/information:</b> <b>Links</b> – Remembrance day art and poetry. WW2 experience day/War museum Liverpool Geography links – Countries of Europe and maps of Europe showing Nazi movement. Use videos which show spread of Nazi power over time.</p>	

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW**

<b>Early Islamic Civilisations</b>	<p><b>Place</b>            Early Islamic Civilizations – Iraq and Baghdad, compared with London, UK c. AD 900            Ibn Battuta’s journey across Afro-Eurasia (linked to the Silk Road)</p>	<p><b>People and problem/event?</b>            Key people:            Prophet Muhammad (PBUH) – an Arab religious leader who founded Islam            Caliph Abu Bakr - the first caliph            Caliph Al-Mansur - built the city of Baghdad            Al-Khwarizmi - invented algebra            Ibn Battuta – Muslim Moroccan scholar and explorer who travelled extensively in Afro-Eurasia            Muhammad Ibn Zakariya Razi - made advances in the science of medicine            Al-Zahrawi - made advances in the science of surgery and invented many surgical instruments            Harun Al-Rashid – fifth caliph of Baghdad</p>
	<p><b>Purpose</b>            To know about early Islamic Civilization c. AD 900 and where Baghdad is and what the ancient city looked like            To know the characteristic features of Early Islamic civilization            To compare/contrast life in Baghdad and London c. AD 900            To know the legacies of early Islamic Civilization</p>	<p><b>Aims</b>            Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.            KS2 Specific aim: Study a non-European society that provides contrasts with British history – one study chosen from: <b>early Islamic civilization, including a study of Baghdad c. AD 900</b>; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.  <i>In this topic, children will be introduced to the legacies left behind by those from early Islamic Civilizations. They will learn about some of the differences in way of life between citizens of Baghdad and London around 900 AD. They will also research influential figures who undertook challenges and made fascinating discoveries, such as Ibn Battuta and Caliph Al-Mansur. We will build on our historical enquiry skills by investigating valid historical questions and examining the reliability of sources.</i></p>
	<p><b>Historical concepts/ Language/ Chronological language</b>            Concepts - Cause and consequence, similarity, difference and significance and contrast. Impact of early Islamic Civilization            Key Language – Civilisation and Civilization, Culture, Worship,            Chronological Language – BC, BCE, AD,            Key Vocabulary – astronomy, caliph, caliphate, civilization, empire, House of Wisdom, legacy, scholar, Silk Road, trade</p>	<p><b>Research skills</b>  <b>Investigating primary and secondary resources and evaluating them critically, including looking at images/3D images of artefacts and literature from early Islamic Civilizations.</b>  <b>Understanding the importance of using accurate secondary resources and information from reliable sources to investigate a civilisation that lived from over 2000 years ago.</b>            Possible Historical Enquiries:</p> <ul style="list-style-type: none"> <li>• How different was Baghdad to London around 900AD?</li> <li>• What was in the House of Wisdom?</li> <li>• Who was Ibn Battuta and how did his Rihla help us?</li> <li>• Who was Al-Zahrawi and what could we learn from Muslim medicine?</li> <li>• What did early Islamic civilisation leave behind?</li> </ul>
	<p><b>Other links/information:</b></p> <ul style="list-style-type: none"> <li>- COJO’s unit on Ibn Battuta and his journeys across Afro-Eurasia</li> <li>- SMSC and discussions about recent developments in the Eastern world. Discussions about refugees and asylum seekers.</li> </ul>	

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW**

<b>Ancient Greece</b>	<p><b>Places</b>  Greece  Sparta - A city state led by two kings.  Athens - Largest city in Greece. Rich because of silver, lead and marble and were a democracy with citizens voting on change.  Place – maps: Ariel views and comparisons of Greece then and now.</p>	<p><b>People and problem/event</b>  The Ancient Greeks  Key philosophers – Aristotle, Plato, Socrates and Pythagoras (scientist and philosopher)  Mathematician – Archimedes  Key ruler - Alexander the Great: King born in 356 BC. Conquered the Persian Empire  Events - First Olympic games, the introduction of coin and democracy in Athens  Problems – Wars between Spartans and Athenians, the invasion of the Romans</p>
	<p><b>Purpose</b>  To know who the Greeks were, where they lived and when in history they were known to have lived  To know key some of the key achievements of the Greeks which influenced the western world including democracy/government, the Greek alphabet and Greek language, Greek architecture and Greek mythology</p>	<p><b>Aims</b>  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ and ‘parliament’ . This aim will be met through the study of the Ancient Greeks, focusing on the development of their democracy. To discuss the notion of democracy, and compare the democratic process of ancient Greece with that of modern Britain  Know and understand how Britain has influenced and been influenced by the wider world  KS2 Specific Aim: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
	<p><b>Historical concepts –</b>  Similarity, difference and significance and contrast – What was the significance of the Ancient Greeks and what was their impact on Britain? What were the similarities and differences between Britain and Greece in that time period?  <b>Chronological understanding</b> - Place the chronology of key events of the Greek civilisation on a time line with a chronology of the history of Britain. Where are the overlaps?  <b>Chronological language:</b> BC, BCE  <b>Vocabulary:</b> Democracy and dictatorship, Acropolis, Corinthian, Doric and Ionic , Hellenistic, Hoplite, Pankration  Spartans, Triremes, Philosophy, Legacy</p>	<p><b>Research skills</b>  Evaluation of primary and secondary sources:  Examine Greek artefacts (such as vases) and use these to make inferences about the past, and describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs.   Framing historically valid questions. Key questions:  Why and how did Ancient Greece become important?  What are the differences between the Spartans and the Athenians?  What were the major achievements of the Ancient Greeks?</p>
	<p><b>Other links/information:</b>  <a href="https://www.history.com/topics/ancient-history/ancient-greece">https://www.history.com/topics/ancient-history/ancient-greece</a>  <a href="https://www.historyforkids.net/ancient-greece.html">https://www.historyforkids.net/ancient-greece.html</a></p>	

*Dream, Believe, Achieve – Together Everyone Achieves More*  
**WOODLANDS PRIMARY SCHOOL CURRICULUM OVERVIEW**

	<a href="https://www.natgeokids.com/uk/discover/history/greece/10-facts-about-the-ancient-greeks/">https://www.natgeokids.com/uk/discover/history/greece/10-facts-about-the-ancient-greeks/</a>
--	---