



Claremont Primary and Nursery School History Curriculum

Year 6: World War 1 – Who was Walter Tull and why was he significant during World War I?

NC link: *British History Beyond 1066*

Objectives:

- Be able to use historical sources to describe the causes and consequences of the First World War.
- Be able to locate and chronologically sequence events leading to the start of the First World War on a timeline.
- Be able to use historical sources to understand what life was like for Walter and the soldiers in the trenches of World War I.
- Be able to use historical sources to understand what happened at the Battle of the Somme.
- Be able to use historical sources to know about the significance of the Treaty of Versailles.
- Be able to compare the similarities and differences between Walter’s life and the lives of footballers today.
- Be able to discuss why Walter Tull was significant during WW1 and the ways we remember people who sacrificed their lives in the war.

Substantive Knowledge:

- WW1 started on 4 August 1914 when Britain declared war on Germany.
- It became known as The Great War, as it affected people all over the world.
- WW1 began because of a series of events. The assassination of Archduke Franz Ferdinand was one of these.
- It is called a ‘world war’ because many countries were involved. Germany, Austro-Hungary and Italy are allied in the Triple Alliance. France, Britain and Russia are the Triple Entente.
- Walter Tull was born in 1888. He was an immigrant to Britain from the Caribbean. He came to the UK when he was 4 years old. His father was from Barbados and his mother was from Kent. His paternal grandfather was a slave in Barbados.
- His mother and father died when Walter was 9 years old and he and his brother had to be placed in an orphanage. In the orphanage, Walter began to play football. He was talented and was soon spotted. He played as an inside forward and half back for Clapton, Tottenham Hotspur and Northampton Town. Walter went on to be the 2nd ever black British professional football player.
- When WW1 started, Walter became a soldier. He rose to the rank of lance sergeant and fought in the Battle of the Somme in 1916. Thousands of British soldiers died in the battle.
- Walter returned home for a while with shell shock. Conditions in the trenches were appalling. They were infested with rats and were very muddy. He soon returned to the front line and led a group of soldiers to safety.
- He was the first African-Caribbean mixed heritage man to be commissioned as an infantry officer in the British Army. He died in WWI aged 29 in 1918 while leading an attack on the Western front during the Second Battle of the Somme in March. He was the first black officer to lead white troops into battle.
- People wear poppies to remember the war. There are different kinds of poppy and they all have distinct meanings. Walter Tull is remembered by the production of a commemorative stamp, coin and statue.
- Germany surrendered in 1918. The allies-Britain, France and USA-meet at the palace of Versailles (France) to decide what should happen to Germany. Germany are forced to sign the treaty and the war ends.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history.
- Understand and describe in detail the main changes of a period in history.

Cause and Consequence

- Understand that some causes may be more or less significant than others
- Understand that the consequences of one historical event can sometimes become the causes of another
- Understand that one event can have multiple consequences that impact on many countries and civilisations.

Similarities and differences

- Explain and give varied examples of how life was similar and different in the past.
- Start to give reasons for these similarities and differences.

Historical significance

- Explain that historical significance is a personal decision that people make
- Explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.
- Identify significant people and events and explain why they were significant.

Historical Interpretations

- Show an awareness of the concept of propaganda

Historical Investigations

- Select relevant sections of information to address historically valid questions and construct detailed, informed responses

Chronological understanding

- Order an increasing number of significant events, movements and dates on a timeline using dates and terms to describe historical events accurately

Presenting, Organising and Communicating

- Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Key Vocabulary:

warfare, slavery, trench warfare, alliances, Archduke Franz Ferdinand, Western Front, Allies, triple Entente, Central Power, trenches, Walter Tull, assassination,



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Year 6: World War 2 – How did World War II affect different people in society?

NC link: *British History Beyond 1066*

Objectives:

- Be able to place WWII on a timeline
- Be able to use historical sources to describe the causes and consequences of the Second World War
- Be able to use historical sources to understand the reasons why men volunteered to go to war and the introduction of conscription.
- Be able to use historical sources to compare and contrast the role of women in WWII with WWI and their role in society today.
- Be able to use historical sources to explain what life was like for a child during WWII and how this compares to life as a child today.
- Be able to use historical sources to know about the life of Anne Frank and understand what this tells us about life for people in the Second World War.
- Be able to describe how World War II affected people in society

Substantive Knowledge:

- Neville Chamberlin was the British prime minister. He announced that Britain was at war with Germany in 1939. Adolf Hitler was the German leader. He wanted more land so that the German people could occupy more countries.
- Britain and France had promised to protect Poland if it was invaded, so when Hitler refused to withdraw the troops, Britain and France reacted. Britain, France and Poland became the Allied forces. The Allies were soon joined by the British Commonwealth (South Africa, Canada, Australia and New Zealand) and then the Soviet Union, the United States of America and China.
- The Axis Powers were Germany, Japan and Italy, who made a pact to stand together in opposition to the Allies.
- In 1940, Winston Churchill became the British prime minister.
- During World War II, many people were evacuated from the cities to the countryside where it was believed they would be safer from bombing. Over 3.5 million children were evacuated. Some children were evacuated to the countryside and others overseas and lived with host families.
- At the start of the war, Britain began to ration food. It began in January 1940 and lasted until 1954. Some children grew up never seeing bananas or oranges for example, as these were imported from overseas. Many families began to grow their own produce in gardens and allotments.
- With men called up for active service, there was a need for women to undertake the jobs that the men had previously done. Suddenly, women became more than just homemakers and were given the opportunity to become patriotic heroines. They would contribute significantly to the war effort in a variety of ways.
- The discrimination against Jewish people in Germany had begun before the war. Anne Frank was a Jewish girl, who was born in Germany on 12th June 1929. During the war, Anne's family were forced to go into hiding in Amsterdam and during this time, Anne kept a diary about her experiences. Eventually, the family were captured and sent to a concentration camp.
- Anti-Semitism in Germany led to children seeking refuge here in Britain, this was called The Kindertransport.
- WW2 ended on 2nd September 1945.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.
- Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity.

Cause and Consequence

- Understand that historians may not agree on the main causes of an event.
- Examine in more detail the short and long term causes of an event being studied.
- Understand that one event can have multiple consequences that impact on many countries.

Similarities and differences

- Explain and give varied examples of how life was similar and different in the past.

Historical significance

- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.
- Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.

Historical Interpretations

- Find and analyse a wide range of evidence about the past

Historical Investigations

- Use a wide range of different evidence to collect evidence about the past, such as pictures, documents, posters, online material, photographs, artefacts

Chronological understanding

- Order an increasing number of significant events, movements and dates on a timeline using dates and terms to describe historical events accurately

Knowledge and Understanding of Events and People in the Past

- Identify and note connections, contrasts and trends over time in the everyday lives of people

Presenting, Organising and Communicating

- Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Key Vocabulary:

armistice, peace treaty, evacuee, bombing, Blitzkrieg, gas mask, billeting officer, Luftwaffe, antisemitism, Kindertransport, propaganda, D-Day, VE day, VJ day, Normandy, food rationing



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Year 6: Mayan Mysteries – How does the Mayan way of life compare to the way people in Britain were living at the time?

NC link: Non-European study that contrast with British History

Objectives:

- Be able to place the Mayan era on a timeline and recognise the overlap with other eras studied
- Be able to use historical sources to understand how the Maya adapted to their environment
- Be able to use historical sources to identify and place key Maya events in order
- Be able to use historical sources to identify the religious beliefs of the Maya
- Be able to use historical sources to identify the features of a Maya settlement and how this is different from European cities
- Be able to use historical sources to compare Maya to the invading Europeans
- Be able to discuss how Mayan life and Anglo-Saxon life differed

Substantive Knowledge:

- Anglo Saxons settled in Britain from around 400AD to 1066AD. The Maya civilization was at its peak from 250AD to 900AD. Although these civilizations occurred at a similar period of time, their lives were very different.
- The Maya originates from 2000BC and were at the height of power around 500AD. By 900AD many Maya settlements had been abandoned. Historians are not sure for the reasons although war and famine are possibilities. The Maya still thrived in parts of Mexico and Guatemala – the most famous city being Chichen Itza.
- By 1541, the Spanish had conquered all Maya territories. Maya people were not allowed to follow their own beliefs or use their own language.
- The Maya invented a very complex calendar and used this for when to plant and harvest crops. Maya used three distinctive farming methods-slash and burn, terrace farming and raised bed farming.
- The Maya people mainly ate maize. They made a bitter chocolate drink from cacao beans that was enjoyed by the rich. It was used for medicines and in ceremonies. Cacao beans were highly valued and used as a form of money.
- The Maya believed in many gods and goddesses. The Maya people would dance, sing and make offerings to the gods/goddesses. Maya priests were believed to be able to communicate directly with the gods/goddesses. As a result, they were very important in society.
- Animal furs and headdresses were worn during ceremonial events-the bigger the headwear, the more important the person was.
- The Maya writing system was used to write several Maya languages. It was made up of many symbols called glyphs. Logograms are whole words. Syllabograms are units of sound (syllables). Glyphs were carved on stone buildings and monuments and painted on pottery. Maya scribes also wrote books called codices.
- Maya cities were built around a pyramid. At the top of this would be the temple. Only priests and people going up to the temple were allowed to climb up.
- Rich people had large houses made of stone which were within the city. Poor people would have a smaller house made from wood and jungle vines.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Identify key things that changed between periods.
- Identify that there are reasons for continuities and changes across periods of time and explain some of these.

Cause and Consequence

- Understand that some causes may be more significant than others and that some causes are less significant.
- Understand that historians may not agree on the main causes of an event.

Similarities and differences

- Explain and give varied examples of how life was similar and different in the past.
- Start to give reasons for these similarities and differences.

Historical Interpretations

- Find and analyse a wide range of evidence about the past

Historical Investigations

- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, artefacts, statues, sculptures, historic sites
- Investigate their own lines of enquiry by posing valid questions to answer.

Chronological understanding

- Order an increasing number of significant events, movements and dates on a timeline using dates and terms to describe historical events accurately

Knowledge and Understanding of Events and People in the Past

- Identify and note connections, contrasts and trends over time in the everyday lives of people
- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating

- Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Key Vocabulary:

Maya, Europeans, invading, invaders, Chichen Itza, BC/ BCE, AD/ CE, settlements, Mexico, Guatemala, Spanish, conquered, territories, priests, worship, sacrifice, blood-letting, hieroglyphics, logograms, syllabograms, codex, codices, farming, slash and burn, terrace, cocoa, avocado, maize, pyramid, temple, nah, limestone, loincloth



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