



KEY LEARNING IN HISTORY @ Over Hall Community School updated September 2023

Year 6 History Key Learning			
	Learning Lens 1	Learning Lens 2	Learning Lens 3
Focus Enquiry	Local History: The Great Fire of Winsford “How did the Great Fire of Winsford affect the people of Winsford?”	World War Two “How did World War Two affect the lives on children in the UK?”	Significant People: Charles Darwin “What do these illustrations represent?”
Text Linked to Read to Write	Rose Blanche by Roberto Innocenti	A Story Like the Wind by Gill Lewis	On the Origin of Species by Sabina Radeva
National Curriculum Statement	A study of an aspect of history or a site dating from a period beyond 1066 A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Look at World War II as an aspect of British history that extends pupils’ chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 The lives of significant individuals in the past who have contributed to national and international achievements A significant turning point in British history
Previous Knowledge	That the area of Winsford has played a significant role in local History. That the Salt Mine encouraged people to the area. That the Great Fire of London was another significant fire that they can relate their learning to.	That children were evacuated during World War Two to Winsford. That wars can have a significant impact on how a society functions. How to use a range of sources to find out about the past. How to construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information	That the Victorians were well known for their inventions. That significant individuals have the power to completely change the ways we think. That Charles Darwin was a famous scientist.



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<p>Key Dates</p>	<p>1869-Over Cotton Mill Fire</p>	<p>1939- World War II started 1945- World War II ended</p>	<p>1831-Charles Darwins' Voyage of the Beagle</p>
<p>Key Learning</p>	<p>That the Great Fire of Winsford was a significant event in local history.</p> <p>To understand that the Winsford Cotton Mill was a source of local income and provided housing for the people in the area.</p> <p>To be able to explain the causes and consequences of the Great Fire of Winsford.</p> <p>To know about the lives of some of the evacuees sent to Winsford in World War Two.</p> <p>That there have been numerous key events in Winsford's history.</p> <p>That there are local memorials and why these exist.</p>	<p>The cause of World War Two was Germany invading Poland.</p> <p>The Ally and Axis powers were the two groups that countries formed during the war.</p> <p>What rationing was and how it affected people.</p> <p>How and why children were evacuated.</p> <p>The ways VE day was celebrated.</p> <p>That women took on traditional male roles during the war.</p> <p>That the Holocaust involved the persecution of a number of groups.</p>	<p>To understand that evolution is a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics. This is because offspring are not identical to their parents.</p> <p>To discuss how Charles Darwin, an evolutionary scientist, studied different animal and plant species, which allowed him to see how adaptations could come about.</p> <p>To know that his work on the finches was some of his most famous.</p> <p>The route that the HMS Beagle took</p> <p>That Charles Darwin had similar ideas to another scientist, Alfred Wallace.</p> <p>That many Victorians disagreed with Charles Darwin for religious reasons.</p>
<p>Key Vocabulary</p>	<p>Winsford-A town in Cheshire West Cotton Mill-A mill that produces cotton</p>	<p>Allies- The United Kingdom, France and Poland, later joined by other countries, including the</p>	<p>Adaptation- The process of change by which an organism or species becomes better suited to its environment:</p>



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	<p>Memorial-A statue or structure established to remind people of a person or event. Evacuee-A person sent away from a place of danger. Income-A way of making money</p>	<p>USSR (Soviet Union), the United States of America and China. Axis- The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later. Nazi party- A German political party with racist and anti-Jewish ideas, led by Adolf Hitler Atomic bomb- A very high-energy bomb made of radioactive material. Annex- To take another country's land and make it part of your country. Czechoslovakia-A European country. Now two countries: the Czech Republic and Slovakia. Propaganda- Information designed to promote a political idea or opinion Active service -Taking part in a military operation as part of the armed forces</p>	<p>Ancestor- An early type of animal or plant from which others have evolved Evolution -The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth. Finches- A type of bird Darwin researched Galapagos -The Galápagos Islands are a series of volcanic islands. They are distributed on either side of the equator in the Pacific Ocean HMS Beagle-The boat the Charles Darwin sailed on. Inheritance- The process of transmission of genes from parent to offspring</p>
<p>Golden Thread Links</p>	<p><u>Change/ Society and Culture</u></p> <p>Previously Studied Discussions surrounding terraced houses link to: EYFS-Local History <i>What did where I live look like?</i> Year 1 Local History <i>How have houses changed?</i> Year 2 Great Fire of London-<i>How are houses different now from in the past?</i></p> <p>Discussion surrounding the building of the cotton mill and its impact on the local area: Year 3 Local History <i>How has land use changed in our area?</i> Year 5 Local History-How has life changed for the people of Winsford</p> <p>Discussions surrounding evacuees being sent to Winsford links to the Year 6 Autumn 2 topic of World War 2</p>	<p><u>Society and Culture</u></p> <p>Previously Studied Discussions surrounding the impact of the war on British culture can be linked to other civilizations/ historical periods impact on culture: Year 4 Anglo-Saxons-<i>How did the Vikings impact British Culture?</i> Year 4 Ancient Greeks-How did the Greeks influence modern society?</p> <p>Discussions surrounding government structures such as tyranny and democracy: <u>Government and Power</u> Year 4-Ancient Greeks-<i>What is democracy and how did it influence government today?</i> Year 5-Victorians-<i>How has the monarchy changed since the Victorians?</i></p>	<p><u>Society and Culture</u></p> <p>Previously Studied Discussions surrounding the time in which Charles Darwin lived: Year 5-Victorians-<i>How has life changed for children since the Victorian times?</i> Year 5-Victorians-<i>How has the monarchy changed since the Victorians?</i></p> <p><u>Achievements and Legacy</u> Discussions can be linked to all significant individuals pupils have studied throughout school: Year 1-Significant People-Tim Peake Year 2-Significant People-Mo Farah</p>



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Historical Skills	<ul style="list-style-type: none"> - Children will be able to explain the chronology of different time periods locally and globally and state how these relate. - Children will be able to sequence up to 10 events on a timeline. - Children will have an understanding of historical beliefs, behaviour and characteristics and compare these with another period studied. - Children will be able to explain the cause and effect of past events using evidence to support and illustrate their explanation. - Children will link sources and work out how conclusions were arrived at and consider ways of checking the accuracy of interpretations, children will be aware that different opinions will lead to different conclusions. - Children will recognise primary and secondary sources and use a range of sources to find out about an aspect of time. - Children will suggest the means of finding out about the past and bring knowledge gathering from several sources together in a fluent account. 		
Useful Resources	<p>The fire which destroyed the old Winsford Over Mill and killed eight people Northwich Guardian</p> <p>Guernsey evacuees and the beginnings of the Catholic church in Winsford – St Joseph's Winsford (stjosephs-winsford.org.uk)</p> <p>BBC - WW2 People's War - An Unwanted Child</p>	<p>A summary of World War Two - World War Two - 3rd level History Revision - BBC Bitesize</p> <p>World War Two - BBC Teach</p> <p>World War 2 facts for kids National Geographic Kids (natgeokids.com)</p> <p>Neville Chamberlain: Declaration of war - BBC News</p>	<p>KS2: Charles Darwin – The biggest name in Victorian science - BBC Teach</p> <p>Science KS2: The work of Charles Darwin and Alfred Wallace - BBC Teach</p> <p>Charles Darwin Facts for Kids — PlanBee</p>
Useful Texts	<p>Winsford Through Time by Paul Hurley</p> <p>Winsford Images by Brian Curzon</p> <p>Diary of Anne Frank</p> <p>Poems from the Second World War</p>	<p>Diary of Anne Frank</p> <p>Poems from the Second World War</p> <p>Fireweed</p> <p>When Hitler stole Pink Rabbit</p> <p>Goodnight Mr Tom</p> <p>Eyewitness books about the Second World War</p>	<p>Charles Darwin Little People Big Dreams</p> <p>When Darwin Sailed the Sea</p> <p>Darwin: A life in Poems</p> <p>When the Whales Walked</p> <p>The Explorer</p> <p>The Great Sea Dragon Discovery</p>
Common Misconceptions			