

**YEAR 6 UNIT 3 – THE IMPACT OF WAR**

<p><b>KS2 Programmes of Study</b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>	<p><b>Additional guidance</b></p> <ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</li> </ul>
<p><b>Knowledge, skills and concepts</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• address and devise historically valid questions about change, cause and significance</li> <li>• understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends</li> <li>• construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>• develop the use of appropriate historical terms.</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Did WWI or WWII have the biggest impact on our locality?</li> <li>• How can we find out about the people in our locality who died in the First and Second World Wars?</li> <li>• How did the wars impact children’s lives in our locality?</li> <li>• How did the World Wars change daily life?</li> <li>• Was it more dangerous living in our locality in the First or Second World War?</li> <li>• How should we remember the contribution made by our community during the World Wars?</li> </ul>
<p><b>Key Vocabulary</b></p> <p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kinder transport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>	<p><b>Assessment overview</b></p> <p>Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. Due to the content of this unit being focused on your locality, there is no pre-built quiz, but you are encouraged to create your own. The Rising Stars Progression Framework assessment focuses on: historical enquiry; using sources as evidence; understand how our knowledge of the past is constructed from a range of sources. The assessment should be undertaken in week 6. Detailed information on the task can be found on the key assessment opportunity sheet.</p>

<b>Cultural Capital</b>	<b>Opportunities</b> Singleton Historical society , St Anne’s Church, Singleton Peace Garden, National Memorial Arboretum, Staffordshire • Imperial War Museum London • Imperial War Museum North
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**Key Assessment Opportunity**  
Key area assessed in the Rising Stars Progression Framework

- Historical enquiry; using sources as evidence; understand how our knowledge of the past is constructed from a range of sources.**

<p><b>Assessment – Tasks in week 6</b></p> <p>Which had the greater impact on our locality: The First or the Second World War?</p> <p>1. Select two sources (either independently from those studied and beyond) which you consider to be the most useful in explaining which war had the greater impact. In your answer to the question, you also need to:</p> <ul style="list-style-type: none"> <li>explain why the source was produced</li> <li>give details of the evidence the source provides about the event</li> <li>explain why you think it is a particularly useful source</li> <li>answer: is your source reliable? Explain your answer.</li> </ul> <p>2. Select one source you feel is not very useful, and explain why you have made that choice. Is your source reliable? Explain your answer.</p>	<p><b>Working towards expectations</b> <b>Progression Framework statement:</b> The child can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <ol style="list-style-type: none"> <li>The child has selected and rejected appropriate sources to exemplify the impact of the wars from the selection provided.</li> <li>The child can explain why they have made that selection, but references to utility and reliability are weak.</li> <li>A child has used a limited number of historical terms relating to the World Wars and to sources.</li> <li>The child may need some support in structuring their work</li> </ol>	<p><b>NOTES on children</b></p>
	<p><b>Working at Expectations</b> <b>Progression Framework statement:</b> The child can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries.</p>	

	<ol style="list-style-type: none"> <li>1. The child selects and rejects appropriate sources to exemplify the impact of the wars from those studied within the unit.</li> <li>2. The child explains confidently why they have made that selection, referring to both utility and reliability.</li> <li>3. The child uses a number of historical terms from this unit, and from their study throughout the key stage.</li> <li>4. With support, the child may achieve some of the aspects of children exceeding expectations/working at greater depth.</li> </ol>	
	<p><b>Working at greater depth</b>  <b>Progression Framework statement:</b>  The child can evaluate independently a range of sources for historical enquiry, considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <ol style="list-style-type: none"> <li>1. The child selects and rejects appropriate sources to exemplify impact of the wars from those studied within the unit or from their own research.</li> <li>2. The child confidently explains why they have made that selection, referring to both utility and reliability in some depth.</li> </ol>	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		

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	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20% (no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			