



LEADERSHIP • ORGANISATION • RESILIENCE
INITIATIVE • COMMUNICATION • KINDNESS

HISTORY

MEDIUM TERM PLANS

*Inspiring curiosity. Understanding the past.
Shaping the future.*

FROM *Tiny Footsteps* TO **GIANT LEAPS**

LAUGHING & LEARNING ALL THE WAY



LEGACY

*Learning from the past
to shape the future.*



INVASIONS

*Understanding conflict
and its impact.*



HIERARCHY & POWER

*Exploring leadership,
authority and influence.*



SETTLEMENTS

*Investigating where people
live and why.*

OUR THREADS

Year 6 History Medium Term Plans

Year 6	<u>WW2: Conflict and Survival</u>	<u>Ice, Exploration and Endurance</u>	<u>Benin</u>
Prior Knowledge	• Can place key historical periods on a timeline. • Know the causes and impact of World War I. • Understand that wars change people's lives and societies. • Know that Dover has been an important place during times of conflict. • Can use a range of historical sources to answer questions about the past.	• Can place historical events and civilisations in chronological order. • Know that exploration has helped people learn about the world. • Understand that people have explored for different reasons, including trade, discovery and adventure. • Can evaluate evidence from diaries, artefacts and other historical sources. • Can explain why significant people are remembered.	• Can compare different civilisations from around the world. • Know that trade, leadership and geography helped civilisations develop. • Understand that societies have different systems of power and government. • Can use historical evidence to compare different cultures. • Can explain how historical events have long-term consequences.
	Why did another world war happen, and how did World War II change Britain and Dover? Covers: ✓ Chronology ✓ Cause and consequence ✓ Comparison with WW1 ✓ Turning points ✓ Civilian experiences ✓ Legacy and evaluation	Why do we still remember the explorers of the polar regions? Covers: ✓ Chronology ✓ Exploration ✓ Cause and consequence ✓ Historical evidence ✓ Significance ✓ Cross-curricular geography links	Why is the Kingdom of Benin still important today? Covers: ✓ Chronology ✓ Non-European civilisation ✓ Power and governance ✓ Trade and culture ✓ Historical enquiry ✓ Legacy and interpretation
Question 1	Why did another world war happen after World War 1? WALT: To understand why World War II began after World War 1. Children: Explore: • aftermath of WW1 • Treaty of Versailles • economic hardship	Who were the great polar explorers? WALT: To place key polar expeditions in chronological order. Children: Study explorers such as: • Robert Falcon Scott • Ernest Shackleton • Roald Amundsen • Could also include representation through later explorers such as Matthew Henson	Where does the Kingdom of Benin fit in world history? WALT: To place the Kingdom of Benin within a global historical timeline. Children: Explore: • where Benin was located in West Africa • what was happening in Britain at the same time • Benin c. AD 900–1300 and beyond

	• rise of dictators • political tension • Timeline of events Compare causes of WW1 and WW2. Skills: ✓ Makes chronological links between periods ✓ Identifies cause and consequence ✓ Compares historical events Vocabulary: treaty, dictatorship, tension, conflict, economy, alliance Children might say: <i>"Some problems from WW1 helped cause WW2."</i>	Sequence expeditions on a timeline. Skills: ✓ Establishes chronology ✓ Places explorers in historical context ✓ Uses timelines securely Vocabulary: expedition, exploration, chronology, Arctic, Antarctic, century Children might say: <i>"Roald Amundsen reached the South Pole before Robert Falcon Scott."</i>	• Invasions Compare with: • Anglo-Saxon England • Viking Britain • Medieval Europe Skills: ✓ Develops secure chronology ✓ Places civilisations in global context ✓ Makes connections across world history Vocabulary: civilisation, kingdom, chronology, empire, period, global Children might say: <i>"Benin existed at the same time as medieval Britain."</i>
Question 2	How was the start of WW2 different from WW1? WALT: To compare how the two world wars began. Children: Explore: • invasion of Poland • Britain declaring war • new military strategies • air warfare Compare with Year 5 learning. Local link: Dover as a frontline coastal town. Skills: ✓ Compares periods ✓ Identifies change and continuity ✓ Uses historical evidence Vocabulary: invasion, declaration, frontline, strategy, defence Children might say:	Why did explorers risk their lives in the polar regions? WALT: To understand the motivations and challenges of polar exploration. Children: Explore: • adventure • science • national pride • discovery • competition Compare different expeditions. Skills: ✓ Identifies cause and motivation ✓ Compares historical events ✓ Uses empathy and interpretation Vocabulary: exploration, discovery, survival, challenge, ambition, competition Children might say: <i>"Some explorers wanted to be the first to discover new places."</i>	How did the Kingdom of Benin become powerful? WALT: To understand the origins and achievements of Benin. Children: Explore: • rulers called Obas • city planning • trade • art • governance Skills: ✓ Uses historical vocabulary ✓ Understands hierarchy and power ✓ Identifies achievements Vocabulary: kingdom, oba, hierarchy, governance, trade, achievement Children might say: <i>"Benin became powerful because it had strong leaders and successful trade."</i>

	"WW2 started differently because countries used new technology and different strategies."		
Question 3	How did war affect people differently in WW2 compared with WW1? WALT: To compare civilian experiences across both world wars. Children: Compare: • evacuation • rationing • bombing • shelters • schooling • family life Skills: ✓ Identifies similarities and differences ✓ Uses empathy ✓ Uses personal sources Vocabulary:	How do we know what happened during polar expeditions? WALT: To understand how historians use sources to learn about exploration. Children: Explore: • diaries • maps • photographs • letters • expedition journals Compare reliability of sources. Skills: ✓ Analyses historical sources ✓ Evaluates evidence ✓ Asks historically valid questions Vocabulary: source, diary, journal, evidence, interpretation, reliability Children might say:	How was Benin similar to and different from Britain? WALT: To compare Benin with Britain in the same period. Children: Compare: • rulers • settlements • religion • art • trade • social hierarchy Compare with medieval England. Skills: ✓ Compares civilisations ✓ Identifies similarities and differences ✓ Uses evidence Vocabulary:

	evacuation, rationing, blackout, civilian, shelter, hardship Children might say: "Families faced different challenges in WW2 because bombs reached towns and cities."	"Diaries help us understand how explorers felt."	compare, contrast, society, settlement, monarchy, culture Children might say: "Both societies had rulers, but their traditions and beliefs were different."
Question 4	(This may be multiple lessons) How did different people help during WW2? WALT: To understand the contributions of different groups during WW2. Children: Explore: • women in factories and armed services • children as evacuees • soldiers from across the British Empire • Codebreakers • Holocaust – how did people help Jewish communities? (extracts from book 'Once' and 'Elephant in the Garden' and 'The Book Thief') Could include:	Why are polar explorers still important today? WALT: To evaluate the significance of polar exploration. Children: Explore: • scientific discoveries • mapping the world • climate science • understanding extreme environments Link with geography: Arctic and Antarctica. Skills: ✓ Evaluates significance ✓ Makes links between history and geography ✓ Constructs informed responses Why do we still remember the explorers of the polar regions? Vocabulary:	Why did Benin change over time? WALT: To understand causes of change in Benin. Children: Explore: • expansion • trade networks • contact with Europe • changing power Skills: ✓ Identifies cause and consequence ✓ Tracks change over time ✓ Uses historical evidence Vocabulary: change, trade, contact, expansion, influence, consequence Children might say: "Trade with other countries changed Benin over time."

	Noor Inayat Khan Alan Turing Skills: ✓ Studies diverse perspectives ✓ Evaluates significance ✓ Uses evidence Vocabulary: contribution, empire, service, resistance, codebreaking, workforce Children might say: "People from many backgrounds helped Britain during the war."	exploration, expedition, discovery, evidence, significance, survival, climate Children might say: "We still remember polar explorers because they helped people understand parts of the world that were unknown."	
Question 5	Which turning points changed the outcome of WW2? WALT: To understand which events changed the course of the war. Children: Explore: • Battle of Britain • D-Day • codebreaking • radar • leadership decisions Local link: Dover and coastal defence. Skills: ✓ Identifies turning points ✓ Evaluates significance ✓ Uses evidence to support ideas Vocabulary:		How do historians learn about Benin? WALT: To understand how historical knowledge about Benin is constructed. Children: Explore: • oral traditions • artefacts • written records • European accounts • museum collections Study: Benin Bronzes Skills: ✓ Evaluates sources ✓ Understands interpretation ✓ Questions reliability and bias Vocabulary:

	turning point, radar, strategy, leadership, victory, defence Children might say: "Some battles and inventions helped Britain win the war."		source, artefact, oral history, evidence, interpretation, bias Children might say: "Different sources can tell us different things about history."
Question 6	How did WW2 change Britain and Dover forever? WALT: To evaluate the long-term impact of World War II. Children: Explore: • rebuilding Britain • memorials • changing roles of women • NHS and post-war change (simple introduction) • local remembrance Local link: Dover Castle wartime tunnels and memorials. Skills: ✓ Evaluates historical significance ✓ Identifies long-term change ✓ Constructs historical arguments		Why did the Kingdom of Benin decline? WALT: To understand why Benin changed and fell. Children: Explore: • internal change • European intervention • conflict • changing trade systems Skills: ✓ Understands cause and consequence ✓ Evaluates multiple factors ✓ Legacy and cultural significance Vocabulary: decline, conflict, invasion, colonisation, change Children might say: "Benin changed because of both internal and outside pressures."

	Why did another world war happen, and how did WW2 change Britain and Dover? Vocabulary: treaty, dictatorship, evacuation, civilian, empire, turning point, remembrance, legacy Children might say: "WW2 happened because problems from WW1 were not fully solved, and it changed Britain by changing people's lives, jobs and communities."		
Question 7			What was Maafa? WALT: To understand the significance of the Maafa. Children: Explore: • forced movement of people • trade in enslaved people • impact on families and communities • human consequences Teach with sensitivity and age-appropriate language. Skills: ✓ Understands significance ✓ Uses empathy ✓ Examines difficult histories Vocabulary: enslavement, injustice, migration, human rights, legacy, remembrance Children might say:

			"The Maafa affected millions of people and still matters today."
Question 8			Why is it important to remember? WALT: To understand the significance of the Maafa. Children: Explore: • forced movement of people • trade in enslaved people • impact on families and communities • human consequences Teach with sensitivity and age-appropriate language. Skills: ✓ Understands significance ✓ Uses empathy ✓ Examines difficult histories Vocabulary: enslavement, injustice, migration, human rights, legacy, remembrance Children might say:

			"The Maafa affected millions of people and still matters today."
Assessment	<i>"Why did another world war happen, and how did World War II change Britain and Dover?"</i> Children will demonstrate understanding by: • Explaining the causes of World War II. • Comparing it with World War I. • Describing civilian and military experiences. • Explaining Dover's role during the war. • Evaluating the long-term impact of the conflict using historical evidence.	<i>"Why do we still remember the explorers of the polar regions?"</i> Children will demonstrate understanding by: • Explaining the motivations behind polar exploration. • Describing challenges faced by explorers. • Using evidence from historical sources. • Evaluating the significance of polar expeditions. • Explaining how exploration continues to influence understanding today.	Enquiry Question: <i>"Why is the Kingdom of Benin still important today?"</i> Children will demonstrate understanding by: • Explaining how Benin became powerful. • Describing its achievements and culture. • Explaining reasons for change and decline. • Discussing the significance of the Maafa and Benin Bronzes. • Evaluating Benin's lasting legacy using historical evidence.

End Point	By the end of this unit, children will understand why World War II began and how it differed from World War I. They will know about the experiences of civilians and soldiers, the significance of key turning points, and the role Dover played during the war. Children will be able to evaluate the long-term impact of World War II on Britain and explain why it remains one of the most significant events in modern history.	By the end of this unit, children will understand why explorers undertook dangerous journeys to the polar regions and why these expeditions remain historically significant. They will know about key explorers, the challenges they faced and the contributions polar exploration made to science and geographical understanding. Children will be able to evaluate the significance of exploration using historical evidence.	By the end of this unit, children will understand the significance of the Kingdom of Benin as a powerful non-European civilisation. They will know how Benin developed through trade, leadership and culture, and understand how historians use different sources to learn about the kingdom. Children will be able to evaluate Benin's achievements, decline and lasting legacy, including the significance of the Maafa and the continuing importance of Benin's history today.
Substantive Knowledge (What children need to remember)	Children will know: - World War II began in 1939 and ended in 1945. - The Treaty of Versailles and the aftermath of World War I contributed to the causes of World War II. - Adolf Hitler and the rise of dictatorships increased tensions across Europe. - The invasion of Poland led Britain to declare war. - Civilians experienced evacuation, rationing, bombing and hardship. - People from across Britain and the British Empire contributed to the war effort.	Children will know: - Key polar explorers included Robert Falcon Scott, Ernest Shackleton, Roald Amundsen and Matthew Henson. - Polar expeditions took place during a period of global exploration and scientific discovery. - Explorers faced extreme weather, isolation and survival challenges. - Expeditions were motivated by scientific discovery, competition, national pride and adventure. - Diaries, photographs and maps provide evidence about exploration. - Polar exploration contributed to scientific understanding and mapping of the world. - Knowledge gained from polar regions continues to support climate and environmental research today.	Children will know: - The Kingdom of Benin was a powerful civilisation in West Africa. - Benin existed at the same time as important periods in British and European history. - Obas (rulers) governed Benin and maintained power through effective leadership and trade. - Benin was known for its city planning, governance, art and trade networks. - Benin had a sophisticated social structure and thriving economy. - Contact with European traders influenced change within the kingdom. - The Benin Bronzes provide important evidence about Benin's history and culture. - The kingdom declined due to a combination of internal changes and external pressures.

	• Key turning points included the Battle of Britain, D-Day, radar and codebreaking. • Dover was an important frontline coastal town with strategic military importance. • World War II changed British society, including the roles of women and the development of post-war Britain. • Remembrance helps us understand the significance of the conflict today.		• The Maafa had devastating human consequences and remains significant today. • Benin's achievements and legacy continue to be recognised around the world.
Disciplinary Knowledge (Thinking like a historian)	Children will: • Make chronological links between World War I and World War II. • Investigate cause and consequence. • Compare similarities and differences between historical periods. • Analyse a range of historical sources, including photographs, diaries, letters, propaganda and oral histories. • Evaluate significance and turning points. • Consider diverse perspectives and experiences. • Use historical vocabulary such as <i>dictatorship</i>, <i>evacuation</i>, <i>alliance</i>, <i>turning point</i>, <i>civilian</i> and <i>legacy</i>. • Construct balanced historical arguments supported by evidence.	Children will: • Place expeditions within a secure chronological framework. • Analyse diaries, journals, maps and photographs as historical evidence. • Evaluate the reliability of different sources. • Consider motivation, significance and consequence. • Compare the experiences of different explorers. • Use historical vocabulary such as <i>expedition</i>, <i>significance</i>, <i>evidence</i>, <i>reliability</i> and <i>exploration</i>. • Construct informed historical interpretations based on evidence.	Children will: • Place Benin within a global historical timeline. • Compare Benin with contemporary societies. • Analyse artefacts, oral traditions, written records and museum collections. • Evaluate the reliability and bias of historical sources. • Investigate significance, interpretation and representation. • Consider how history is constructed from different types of evidence. • Use historical vocabulary such as <i>civilisation</i>, <i>governance</i>, <i>artefact</i>, <i>interpretation</i>, <i>bias</i> and <i>legacy</i>. • Construct balanced historical arguments supported by evidence.

Adaptive Teaching	Support • Timelines showing links between both world wars. • Visual source packs and scaffolded source analysis. • Vocabulary mats and knowledge organisers. • Writing frames and discussion prompts. • Adult-supported interpretation of evidence. Challenge • Evaluate the significance of different turning points. • Compare causes and consequences of both world wars. • Analyse differing historical viewpoints.	Support • Timelines and maps of expeditions. • Visual source collections. • Vocabulary support and knowledge organisers. • Guided source analysis activities. • Structured comparison tasks. Challenge • Evaluate which explorer had the greatest impact. • Analyse reliability and bias within sources. • Compare different motivations for exploration. • Make links between historical exploration and modern scientific research. • Use evidence to justify conclusions.	Support • Timelines and comparison charts. • Artefact images and source packs. • Vocabulary mats and knowledge organisers. • Scaffolded source analysis. • Adult-guided discussion and enquiry activities. Challenge • Compare Benin with medieval Britain. • Evaluate the significance of Benin's achievements. • Analyse historical interpretations and bias. • Discuss issues surrounding museum collections and returning artefacts. • Use evidence from multiple sources to support reasoned conclusions.

	• Use evidence from multiple sources to support conclusions. • Debate the most significant impact of World War II.		
Assessment for Learning	Throughout the unit, teachers will assess understanding through source analysis, retrieval quizzes, discussions, debates, written explanations and interpretation activities.	Throughout the unit, teachers will assess understanding through source analysis, retrieval activities, discussions, map work and written evaluations.	Throughout the unit, teachers will assess understanding through source analysis, retrieval quizzes, debates, discussions, comparison tasks and written explanations.



HISTORY TIMELINE GRAPHICS

Whole School History Progression



EYFS

Me, My Family and Special Times



Stories from the Past



Toys and Everyday Life



People Who Help Us



YEAR 1



Animals, Ages and Adventure! (Dinosaurs)

YEAR 2

Dover: Castles and Coastlines (Castles)



Queens and the United Kingdom (Famous Queens)

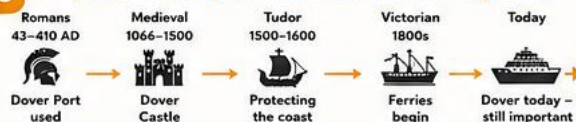


Why do people visit different places? (Seaside)



YEAR 3

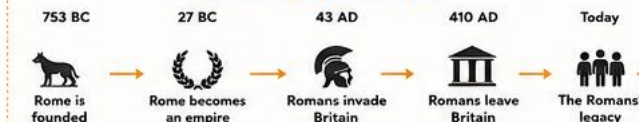
Why has Dover always been important? (Dover through time)



How does the Earth shape human life? (Stone Age to Iron Age)



Romans (Changing Landscapes)

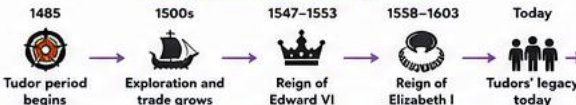


YEAR 4

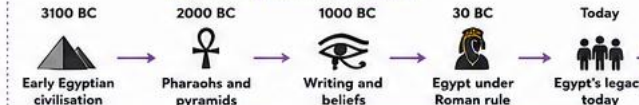
Anglo Saxons - Vikings (Vikings: Migration and Settlement)



Tudors, Trade and Towns (Tudors)



Life Along the Nile (Egypt)



YEAR 5

Who were the Ancient Greeks? (Ancient Greece)



Terror, Treason and Triumph (Stuarts)



Do we learn from the past? (Crime and Punishment)

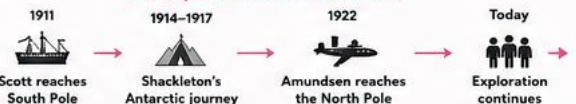


YEAR 6

WW2



Ice, Exploration and Endurance



Kingdom of Benin



OUR AIM

To inspire curiosity, develop knowledge and understanding of the past and build a sense of identity, empathy and responsibility.



Curiosity



Knowledge



Empathy



Respect



Resilience



Communication

OUR HISTORY VALUES



THROUGHOUT OUR JOURNEY WE...

✓ Ask questions • Explore evidence • Make connections
Understand change • Share our ideas • Think historically