	Term 1	Term 2	Term 3	Term 4 /5	Term 5/ 6
Year 6	**How did the Second World War affect the lives of people in Britain, both on the home front and those who fought in the war?**	**What was life in Britian like for people who arrived on HMT Empire Windrush and why did they come?**	**How did Charles Dickens impact social change during the Victorian period?**		
Topic	**WWII**	**Windrush**	**Impact of Dickens**	**Should We Save The Tiger?**	**The Greatest Show**
Retrieval		Why do people migrate? *People migrate for many reasons, including to find work, join family, escape war or danger, or have a better quality of life. (Year 3)* Links - Who is Floella Benjamin? *Floella Benjamin is a British author, actress and campaigner who came to Britain from Trinidad as a child during the Windrush era. (Year 3)* What was Britain like after World War II? *Britain needed rebuilding after the war and there were shortages of homes, food and workers. (Year 6)* Who were the Windrush people and where did they come from? *The Windrush people were people from Caribbean countries who came to Britain after World War II to help rebuild the country and fill important jobs. They came*	What was life like for Victorian children? *Many Victorian children worked in factories, mines or as servants. They often had long working hours, little free time and not all children went to school. (Year 2)* What changes happened to Britain during the Industrial Revolution? *Britain became more industrial, with new factories, machines and inventions. Towns and cities grew, and transport improved with inventions such as steam trains (made travel and transporting goods much faster, easier and more reliable). (Year 4)* Who was Charles Dickens? *Charles Dickens was a famous Victorian author who wrote about life in Victorian Britain and the experiences of poor children. (Year 2 & 4)*		

		from Caribbean countries such as Jamaica, Trinidad and Tobago, Barbados and other Caribbean islands. (Year 6) Why did the Windrush people come to Britain? *They came to help rebuild Britain after the war, take up jobs and create better opportunities for themselves and their families. (Year 6)* What were conditions like in Britain after World War II? *Britain had been damaged by the war and needed more workers to rebuild homes, hospitals, transport and other services. (Year 6)* What were conditions like in the Caribbean after World War II? *Many Caribbean islands had fewer job opportunities and lower wages, so some people chose to move to Britain for work and a new life. (Year 6)*			
Chronology	**Substantive Knowledge:** Know that WWII lasted from 1939–1945. **Disciplinary Knowledge:**	**Substantive Knowledge:** Know post-war Britain timeline: 1948 arrival of Windrush ship, migration from Caribbean, rebuilding of NHS and industries.	**Substantive Knowledge:** Know Charles Dickens' life timeline: 1812–1870, including major works and Victorian reforms.		

	Place WWII events on a timeline relative to WWI and modern history.	**Disciplinary Knowledge:** Sequence migration events and compare with other post-war social changes.	•1834 Poor Law Amendment Act - led to harsher workhouses (which Dickens criticised) •1837 – Oliver Twist first published, Queen Victoria becomes queen. • 1843 – *A Christmas Carol* published during a depression. • 1847 – Ten Hours Act reduces factory hours for women and children (Lord Shaftesbury). • 1870 – Dickens dies; Education Act passed (schooling for all). **Disciplinary Knowledge:** Place significant Dickens' life and work on a Victorian timeline alongside Industrial Revolution developments (retrieval Year 4 – 1830 Stephenson's Rocket's first run, 1836 construction of Isambard Kingdom Brunel's Clifton Suspension Bridge began) and social reforms (as above)		
People, events and significance	**Substantive Knowledge:** Know key figures: Churchill, Chamberlain, Hitler, Mussolini, Stalin. Know key events: Invasion of Poland, declaration of war Dunkerque, Battle of Britain, Blitz, Home Front activities (rationing,	**Substantive Knowledge:** Know reasons for migrating, challenges faced (housing, work, racism), contributions to rebuilding Britain (NHS, transport, factories). **Disciplinary Knowledge:** Explain the significance of migration; compare migrant	**Substantive Knowledge:** Know key figures: Charles Dickens, Victorian reformers (Lord Shaftesbury- Factory Reform/Ten Hours Act, Dr. Thomas Barnardo- children's homes Know the social conditions: child labour, workhouses, urban poverty	.	

	evacuation Anderson shelters, Home Guard). **Disciplinary Knowledge:** Explain why leaders and events were significant and how they influenced British society.	experiences to other historical movements.	**Disciplinary Knowledge:** Explain why/how Dickens' writing could have led to social change; Oliver Twist highlights the extreme poverty and harsh conditions poor people experienced, mistreatment of poor and children in workhouses		
Change and continuity	**Substantive Knowledge:** Know about the evacuation of children, city destruction, wartime innovations, women's roles; continued fear of invasion, rationing, community support. **Disciplinary Knowledge:** Identify changes and continuities, explaining how and why they occurred.	**Substantive Knowledge:** Know about changes from post-war migration: multicultural society, rebuilding cities and services Know that racial discrimination and economic struggles persisted. **Disciplinary Knowledge:** Compare change and continuity between migrant experiences and wider British society.	**Substantive Knowledge:** Know the changes as a result of Dickens' writing: influenced public opinion (more awareness of poverty and sympathy for the poor) and social reform (factory reforms, education reforms). Know that poverty and harsh working conditions persisted in some areas. **Disciplinary Knowledge:** Explain continuities and changes in social conditions; compare life before (poor laws, no education), during and after reforms (factory reforms, education reforms).		
Cause and consequence	**Substantive Knowledge:** Know the causes of the war: Hitler invaded Poland, appeasement failed, Britain declared war. Know the consequences of the war: evacuation of children, Blitz	**Substantive Knowledge:** Know the causes of Windrush: post-war labour shortage, Caribbean migrants seeking work and better life. Know the consequences: contributions to NHS and industry, multicultural society,	**Substantive Knowledge:** Know why Dickens wrote about these issues/causes: Industrial Revolution, urbanisation, child labour. Know what happened as a result of Dicken's stories/Consequences: public awareness, social reforms, legislative changes, ongoing poverty in some areas.		

	destruction, Dunkerque evacuation, Home Front impact (rationing, shelters), military campaigns, civilian stress. **Disciplinary Knowledge:** Explain cause-and-effect links; analyse how events led to social, military and political changes. Analyse the consequences: evacuation, Blitz, military campaigns, civilian impacts.	racism, Windrush Scandal lessons. **Disciplinary Knowledge:** Explain cause-and-effect for migration; evaluate societal impacts.	**Disciplinary Knowledge:** Analyse the above causes and consequences and explain how literature can influence societal attitudes and reforms.		
Contextual Vocabulary	Resistance, Empire invasion, King, Nation	Empire, Trade, Migrant	Retrieval from Term 1: King/Queen, Kingdom, Empire, Nation		
Topic Vocabulary	Allies, Axis, Luftwaffe, treaty, Nazi, Blitz, bombers, fighters, RAF, Hurricane, Spitfire, rationing	Post-war Britain, Windrush, Windrush generation, slavery, enslaved, racism, multiculturalism	Charles Dickens, social reform, social hierarchy, child labour, factory, poorhouse / workhouse, campaign, industrialisation, crime and punishment, law, inequality		
NC Links	A significant turning point in British history, for example, the first railways or the Battle of Britain.	The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements.		
Builds on to	The impact of WWII leading to Windrush migration post war to help rebuild and NHS				

Progression in KS 2 - Year 6	• Grasping that society is more than a series of unrelated activities. • Detecting change and continuity and commenting on these, e.g. rates of change, types of change, idea of progress and regress. Expanding usage of dates, periods, eras, including terms such as BC, AD. • Sequencing ten objects. • Identifying and applying different causes and effects. • Analysing the motives of individuals and groups. Explaining the beliefs of others, including some that are conflicting. • Using a range of sources in an investigation. Linking aspects of history across a period. Offering comparisons and contrasts across more than one period of history. • Engaging in an independent investigation. Checking the accuracy of depictions and interpretations. • Producing accounts of four or five paragraphs, including sub-headings.