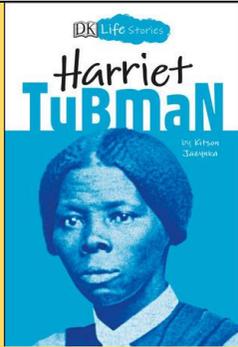


## History Year Planner Year 6

Term	Autumn 1	Autumn 2	Autumn 2	Summer 1	Summer 1
Topic or standalone ?	<b>Ancient Egyptians</b>	<b>Science Unit:</b> Evolution Reference to the historical figures Mary Anning and Charles Darwin during science and shared reading.	<b>PSHE link</b> Harriet Tubman is covered in PSHE under 'Significant Women'	<b>Local History - Tin Streaming on Goss Moor</b>	<b>Local History - Tin Streaming on Goss Moor</b>  <b>Cornish Diaspora</b>
History unit and NC focus	I know about the achievements of the earliest civilisations : an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.	A study of an aspect or theme in 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	A local history study. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	A local history study. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
Shared reading text					<a href="http://www.bbc.co.uk/legacies/immig_emig/england/cornwall/article_1.shtml">http://www.bbc.co.uk/legacies/immig_emig/england/cornwall/article_1.shtml</a>  <a href="https://www.cornwallforever.co.uk/history/1815-1920-the-great-emigration">https://www.cornwallforever.co.uk/history/1815-1920-the-great-emigration</a>
Topic Shared reading Standalone Curriculum Link	<b>Egyptians topic</b> <ul style="list-style-type: none"> <li>• Secrets of a Sun King shared reading text</li> <li>• Trip to Truro museum</li> <li>• Link with British museum, during London residential.</li> <li>• Museum loan box</li> </ul> <p>Curriculum link:</p>	<b>Evolution (Mary Anning)</b> <ul style="list-style-type: none"> <li>• Lighting Mary shared reading text</li> <li>• Trip to Lyme Regis</li> <li>• Link to Natural History Museum, during London Residential.</li> <li>• Museum loan box</li> <li>• NF shared reading text about Darwin</li> </ul>	<b>PSHE Significant women</b> -Video --Discussion	<b>Goss Moor topic</b> – focus on tin streaming within history. <ul style="list-style-type: none"> <li>• Field trip to Goss Moor</li> <li>• Trip to Tolgus Tin or St Agnes Blue Hills</li> <li>• Visitor to talk to children</li> </ul>	

	DT - Pulleys English ( Shared reading, writing)	<ul style="list-style-type: none"> <li>Science dome experience that includes a focus on Darwin</li> <li>Science learning focus</li> </ul> <p>Curriculum link: Science – Evolution English – ( Shared reading and writing) Art ( Fossils)</p>	Curriculum link PSHE Science English ( mini write)	Curriculum links: Art – Geography – Local study English - Writing Maths ( Data)	
Enquiry questions	<p><b>EQ: When and where did the Ancient Egyptians live?</b></p> <p><b>EQ: What was the importance of the Nile and how is it still important today?</b></p> <p><b>EQ: What was the importance of the pyramids, mummies, tombs and tomb goods? How are these still important today? ( Use also of museum loan box)</b></p> <p><b>EQ: How were papyrus and hieroglyphs used and what influence have they had since?</b></p>	<p><b>EQ: How was Mary Anning held back in her life / career?</b></p> <p><b>EQ: Who found the ichthyosaur and made it famous?</b></p> <p><b>EQ: Who was Darwin and what is our opinion of him?</b></p>	<p><b>EQ: What were the similarities and differences between Harriet Tubman and Mary Anning?</b></p>	<p><b>EQ: what does the locality of Goss Moor tell us about this area's history?</b> <b>EQ: What can we discover by exploring the different sources of information?</b></p> <p><b>EQ: Where do the events in this topic / time period fit into local and world history</b></p> <p><b>EQ: What can I find out about tin streaming and tin mining? ( Link to trip, research practical activity and presentation)</b></p>	<p><b>EQ: What was An Goff ? What historical changes were involved and what is your opinion of these events?</b> <b>EQ: How did the tin streaming / mining industry impact on lives and what is the Cornish diaspora that resulted?</b></p>
Knowledge content	<p>-I know when the Ancient Egyptians lived.</p> <p>-I know where the Ancient Egyptians lived.</p>	<p>I know who Charles Darwin was</p> <p>I know what the 'Theory of Evolution' means</p> <p>I know about the differences in opportunities for different social classes</p>	<p>I know what was the same and different about the two women and their lives</p>	<p>I know about Tin Streaming and its economic importance to this area</p> <p>I know about changes in transport and land use and how this resulted in the rerouting of the A30</p>	<p>I know about the events linked to An Goff.</p> <p>I can infer information from studying different sources of information.</p>

	<p>I can describe and locate the Ancient Egyptian period using words and phrases such as century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period</p> <p>I know the importance of the Nile in the past.</p> <p>I understand the influence of Ancient Egypt on modern life</p> <p>I understand why the Nile is still important today.</p> <p>I know the way in which the Nile is used for tourism.</p> <p>I know about the importance of the pyramids, mummies and tomb goods.</p> <p>-I know how the pyramids, mummies and tomb goods are still important today as clues to the past and for tourism.</p> <p>I know how papyrus and hieroglyphs were used.</p> <p>I know about the influence papyrus and hieroglyphs have had on the world since the time of the Egyptians.</p>	<p>I know about the position of woman during the past and how this impacted on Mary's career.</p> <p>I know about Darwin and his work</p> <p>I can describe similarities and differences between poorer people, such as Mary Anning and those of a higher social status.</p> <p>I can describe similarities and differences between opportunities for men and women during Mary Anning's time.</p> <p>I know and can talk about why there is some confusion regarding the discovery of the ichthyosaur</p>	<p>I can describe similarities and differences between Harriet Tubman and Mary Anning.</p>	<p>I know where the events linked to tin mining fit within local history.</p> <p>I know what tin streaming is.</p> <p>I know where tin streaming took place.</p> <p>I know why tin streaming was important( then and now).</p> <p>-I know what clues there are of tin streaming today.</p>	<p>I know about different opinions linked to the events.</p> <p>I know about the links to the song Trelawney.</p> <p>I know about the Cornish diaspora as a result of tin mining.</p> <p>I understand the impact on tin mining on Cornwall ( looking at subsequent events that happened on the time line)</p>
<b>Skills content</b>	I can understand that the past has been represented in different ways by using different	I can give my own reasons why changes may have occurred	I can form my own opinion about the life and treatment of Black	I understand from looking at the different clues that the past has been	I can suggest accurate and plausible reasons for how / why the uprising has

	<p>representations of the River Nile. ( Pictures, paintings, carvings etc)</p> <p>I can understand how some changes to the Nile have affect life today ( Aswan and Great Ethiopian Dam).</p> <p>I know and understand when learning about the dams that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>I can Identify and use different sources of information and artefacts. ( Picture activity) to gain information about the Nile in the past and modern times.</p> <p>I can give my own reasons why changes may have occurred with the River Nile and back this up with evidence.</p> <p>I can evaluate the usefulness and accurateness of different sources of evidence when looking at different resources from the past .</p> <p>I can Identify and use different sources of information and artefacts, when finding out</p>	<p>towards the treatment of Mary later in her life.</p> <p>I can form my own opinions about the lives and treatment of poor women in Mary Anning's life using a range of sources.</p> <p>I can form opinions about historical events from a range of sources.</p> <p>I can evaluate the usefulness and accurateness of different sources of evidence.</p> <p>I can suggest accurate and plausible reasons for how / why the discovery of the ichthyosaur has been represented and interpreted in different ways.</p> <p>I can form my own opinions about the discovery of the ichthyosaur from a range of sources.</p> <p>I can identify and use different sources of information to answer questions related to Darwin in shared reading.</p>	<p>people as experienced by Harriet Tubman</p>	<p>represented in different ways.</p> <p>I can identify and use different sources of information and artefacts to find our clues about the history topic</p> <p>-I can sequence historical periods on a time line in order to locate the events linked to tin mining within world history.</p> <p>-I can sequence local historical periods on a time line in order to locate the events linked to tin mining.</p> <p>-I can describe and locate the period using words and phrases such as century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>I can Identify and use different sources of information and artefacts to find out tin streaming( Pictures, film, artefacts, written, spoken)</p> <p>I can understand how some changes to the land as a result of tin streaming</p>	<p>been represented in different ways.</p> <p>I know and understand that some evidence linked to the uprising is propaganda and this affects interpretations of history.</p> <p>I can form my own opinion about events linked to An Goff using a range of sources.</p> <p>I can discuss the impact of the tinner's tax and how this caused the tin miners to demand change. I can talk about the impact of the Cornish uprising.</p> <p>I can identify and use different sources of information to find out about the uprising. I can select the most appropriate source of evidence for this task</p> <p>I can give similarities and differences between miners in Cornwall and their move elsewhere in the World.</p>
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	<p>about the River Nile ( Picture, video, written descriptions)</p> <p>I can present information relating to the River Nile in an organised and clearly structured way. ( Nile info text)</p> <p>I can make use of different ways of presenting information. ( Nile info text, GED writing)</p> <p>I can present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). ( Nile info text)</p> <p>I can Identify and use different sources of information and artefacts to find out about the pyramids.( Pictures, film, artefacts)</p> <p>I can describe similarities and differences between some Egyptian people, events and objects studied using artefacts, pictures etc from handling session,</p> <p>I can evaluate the usefulness and accuracy of different sources of evidence. ( Artefacts and Picture activity)</p>			<p>have affected life today .( Landscape / wildlife)</p> <p>I can present information relating to the tin streaming in an organised and clearly structured way. ( tin streaming presentation)</p> <p>I can make use of different ways of presenting information. ( in streaming presentation)</p> <p>I can present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). ( tin streaming presentation)</p> <p>I can makes accurate use of specific dates and terms.</p>	
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<b>Sequence of learning</b>	<p>L1: EQ1:When did the Ancient Egyptians live and where was this?</p> <p>L2; EQ2: What was the importance if the Nile?</p> <p>L3 How is the Nile still important today?(GERD)</p> <p>L4 EQ3: What was the importance of the pyramids, mummies, tombs and tomb goods to the ancient Egyptians? ( Link to museum trip)</p> <p>L5 How are pyramids, mummies, tombs and tomb goods still important today?</p> <p>L6 EQ4 How were papyrus and hieroglyphs used in the past and what influence have they had since?</p>	<p>Not taught explicitly but EQ explored and discussed, at appropriate points in text during shared reading .</p>			
<b>Vocabulary</b>	<p>Artefact, evidence, reason, similarities, differences, change, plausible reasons, propaganda, evaluate,</p> <p>Ancient Egypt, pyramid, Nile, hieroglyph, mummies, tomb, gods</p>	<p>Artefact, evidence, reason, similarities, differences, change, plausible reasons, propaganda, evaluate,</p> <p>Evolution, creation, Charles Darwin, Mary Anning, dinosaur, fossil, palaeontology,</p>	<p>Artefact, evidence, reason, similarities, differences, change, plausible reasons, propaganda, evaluate,</p> <p>Harriet Tubman, equality, race</p>	<p>Artefact, evidence, reason, similarities, differences, change, plausible reasons, propaganda, evaluate,</p> <p>Goss Moor, tin streaming</p>	<p>Artefact, evidence, reason, similarities, differences, change, plausible reasons, propaganda, evaluate,</p> <p>Diaspora,</p>
<b>Non fiction texts</b>		<p>Darwin</p>			

