

Bincombe Valley Primary School

History: Year 5/6 Cycle A Composites and Components

When?	Composite	Components	Disciplinary Knowledge / Assessment	Golden Threads	Vocabulary
Autumn 1	What was life like in Tudor England?	1. I can use different types of evidence to interpret the character of Henry VIII 2. I can make deductions about Anne Boleyn from a range of primary and secondary sources. 3. I can explain why Henry VIII had many wives. 4. I can extract evidence from primary sources about the Royal Progress of Elizabeth I 5. I can reconstruct a Royal Progress using a range of primary sources. 6. I can make deductions about the people in Tudor England using inventories.	• Can use portraits and writing to interpret evidence of Henry VIII and check for bias. • Support interpretations with evidence. • Evaluate which wife was best for Henry based on deductions from evidence. • Can identify a primary source and find evidence in it to make deduction. • Assess reliability of a primary source. • Use inventories to deduct whether Tudors were rich or poor.	Understanding how people in history were influential and inspirational Knowledge of Significant events Understanding of culture and religion on people in history. Understand how we can act like historians Understand how things change over time (comparison then to now)	• Tudor • Battle of Bosworth • Henry VII • Elizabeth of York • Henry VIII • tyrant • fair • ruler • monarch • portrait • interpretation • primary source • bias • Anne Boleyn • historical investigation • primary source • secondary source • Royal progress • reliability • audience • purpose • accuracy • creator • reconstruction • will • inventory • prediction • valuation • £ s d (pounds, shillings, pence) • merchant
Spring 1	What does the census tell us about our local area?	1. I can use the census to make inferences about people from the past. 2. I can explain what happened to Mary Bucktrout 3. I can use primary sources to find out about the working conditions of children in factories. 4. I can recreate the thoughts and feelings of Mary Bucktrout. 5. I can discuss the lives of people in a household using the census. 6. I can compare census returns and identify continuities and changes in a household.	• Use census to infer providing supporting evidence and explain answers. • Identify changes between periods of time on the census and infer explanations. • Identify dangers in a textile mill and create questions and interpretations of Mary Bucktrout's experiences.		• census • census data • census return • condition • enumerator • enumeration books • head of household • inference • schedule • transcript • carding • child labour • commissioner

			• Identify key events in Mary's life and create a diary extract. • Extract information from a census to recreate lives of people in a household. • Decide whether a family was rich or poor and whether this changed over time.		• flax • flax mill spinner • joiner • observation • reliable • shilling • William Dodd • class • domestic servant • governess • middle class • Office for National Statistics (ONS) • occupation • scholar • statistics • working class • biography • secondary source • The National Archives • verify • boycott • protest • suffrage • suffragette • suffragist • suffrage movement
Summer 1	What was the impact of WW2 on British people?	1. I can discuss the causes of WW2. 2. I can explain how the Battle of Britain was won. 3. I can make inferences about the Blitz using images. 4. I can explain the emotions and experiences of children during the evacuation. 5. I can understand the accuracy and reliability of sources. 6. I can discuss the impact of WW2 on women's lives. 7. I can explain why migrants come to Britain.	• Place causes events of WW2 on timeline and evaluate how significant the causes were. • Compare the RAF and Luftwaffe and the feelings of their aircrew. • Use inferences from a photograph of Blitz to deduce what it was like. • Make inferences about how children felt about evacuation. • Use a primary source and evaluate it to describe evacuation. • Describe how and why women's roles changed due to filling roles in WW2.		• Adolf Hitler • appeasement • allies • debt • disarm • Neville Chamberlain • prosperity • reparations • Treaty of Versailles • unrest • Battle of Britain • bomb aimer • Luftwaffe • Operation Sealion • RAF • scramble • sorties • Winston Churchill

			• Name groups of people who came to Britain pre and post 1066 and reasons why.		• the Blitz • air raid shelter • Anderson shelter • blackout • Luftwaffe • propaganda • accuracy • audience • bias • creator • evacuation • evacuee • host family • identity tag • propaganda • purpose • Air Transport Auxiliary (ATA) • Auxiliary Territorial Service (ATS) • propaganda • Special Operations Executive (SOE) • Women's Auxiliary Air Force (WAAF) • Women's Land Army • Women's Royal Naval Service (WRNS)
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