

YEAR 5/6	CYCLE A	BLOCK 2
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	HA2: World War I	
	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as cause and consequence construct informed responses that involve thoughtful selection and organisation of relevant historical information a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the Battle of Britain 	<p>Understand what chronology is: know BC/BCE and AD/CE → place studied periods chronologically on a timeline → consider the cause of the WW1 → learn about the central powers (The triple alliance) and triple entente (The allied powers) →</p> <p>Investigate the home front and the Western front → Use historical sources to investigate the end of WWI → study the treaty of Versailles → consider what Remembrance is</p>
phase 2	AA1: On Flanders Field / REA1: What happens when we die?	
	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings Investigate and reflect on a range of religious responses to suffering, hardship and death Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 	<p>Study a range of art form WW1 → Study Paul Nash and consider why an artist would be commissioned → consider the art as historical evidence and what it tells us → create a remembrance piece of art → link this to the remembering those who have died → discuss what happens when we die → understand how the death of a person is marked and commemorated in different religions and communities → express own ideas, and understand ideas of others, about what happens when a person dies → understand that it is important to express the emotions that you feel</p>
Phase 3	HA3: World War II	
	<ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history; between, military and political. note connections, contrasts and trends over time and develop the appropriate use of historical terms a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Consider the start of WWII through historical sources → investigate Churchill and key moments in the war → Investigate three key events from early in the war: Operation Dynamo, The Battle of Britain, and the Blitz → what the Blitz was, and which areas were most likely to be affected → Using a range of sources, look at how the Dunkirk evacuation is remembered → experiences of Jewish children : Anne Frank & the Holocaust</p>
Phase 4	HA3: World War II / GA2: Where in the World did WWII take place?	
	<ul style="list-style-type: none"> understand historical concepts such as cause and consequence construct informed responses that involve thoughtful selection and organisation of relevant historical information a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, VE Day develop contextual knowledge of the location of globally significant places – both terrestrial and marine locate the world's countries, using maps to focus on Europe (including the location of Russia) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Consider the home front: how war affected people's everyday lives → study how WWII would have been for children: evacuation/rationing → research VE day. Given the timeline and key events create an annotated map showing key events and dates: timeline of WWII events → mapping of countries → arrows of movement → names of battles with places including the seas.</p>

Phase 5	REA2: What is a Church?	
	<ul style="list-style-type: none"> • Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers • Find out about the activities of a local religious community and make links with key religious teaching • Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 	<p>Consider religion during the World Wars → Where did people go for comfort/support → research army chaplains → identify ways in which churches serve their communities → consider what is written in the Bible about the foundation of the Christian church → consider how churches help Christians worship → consider ways in which local churches form part of a global community.</p>
Phase 6	REA3: Christmas	
	<ul style="list-style-type: none"> • Explore the life of key religious figures and make links with teachings and practices of special significance to followers • Investigate some features of key religious festivals and celebrations and identify similarities and difference • Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions • 	<p>Recall the Christmas Story on a storyboard and raise questions regarding key parts of the story → Interpret a piece of modern art → look at the impact of the different versions of The Christmas Story → Make a Christingle and explain the symbolism now → study a Russian Christmas story</p>