



Legacy and Identity: Exploring Britain's Forgotten History – Term 6

Year 6

Southville Primary School

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Toppling of Colston Statue (June 2020)	M-Shed - Colston statue display	David Olusoga, "Black and British: An illustrated history". A range of significant figures, including: Septimius Severus, John Blanke Olaudah Equiano, Lilian Bader.	Race exhibition - electric/motorised parade floats linked to significant black, British figures in history.
Diversity, Equity and Inclusion		Linked Learning	
Exploring the importance of the Black British experience, from Roman times to modern identities and the Black Lives Matters campaign.		Year 3 - What the Romans did for us Year 5 - Carnival topic (<i>Windrush & Caribbean</i>) Year 6 - Peace, Politics and Protest (<i>activism & identity</i>) Year 4 - Electricity and DT cars linked to historical figures covered in year 6.	
Driver 1: History		Driver 2/3: Science / DT	
<i>How can we challenge the traditional narrative of Black people in British history?</i>		<i>How can we design and build an electric-motorised vehicle?</i>	
Driver 1 Objectives		Driver 2 Objectives	
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Develop a coherent understanding of Britain's history from early times to the present, including how people's lives shaped the nation and its global connections. Understand key aspects of world history, such as ancient civilisations, empires, and significant non-European societies. Use historically grounded vocabulary (e.g. empire, civilisation, parliament, peasantry). Apply historical concepts like continuity and change, cause and consequence, and significance to ask questions, make connections, and construct informed accounts. Understand how evidence is used in historical enquiry and recognise differing interpretations of the past. Build historical perspective by connecting local, national, and global history across themes and time periods. <p>Substantive Historical Concept: Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> Community and culture Conflict and disaster Exploration and invention Hierarchy and power 		<p>Science</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple electrical circuit in a diagram (including cells, wires, bulbs, switches and buzzers) <p>DT</p> <ul style="list-style-type: none"> Use research and design criteria to create functional, innovative products Develop and communicate ideas through sketches, diagrams, prototypes, and CAD Select and use a range of tools and materials accurately Investigate and analyse existing products Evaluate products against design criteria and improve work based on feedback Understand how key events and individuals have influenced design and technology Apply techniques to strengthen, stiffen, and reinforce structures Use and understand electrical systems, including series circuits with switches, bulbs, buzzers, and motors 	

<p>Driver 1 Disciplinary Knowledge and Skills</p> <p>This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.</p> <ul style="list-style-type: none"> ● Chronology – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied ● Sources and Evidence – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability ● Cause and Consequence – the reason and result of the things that happened in history ● Change and Continuity – how key people, places and events changed or stayed the same over time ● Similarity and Difference – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why? ● Historical significance – why people, events and ideas are important in our studies 	<p>Driver 2 Disciplinary Knowledge and Skills</p> <p>This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:</p> <ul style="list-style-type: none"> ● Planning: Asking questions, fair testing, setting up simple tests ● Doing: Using different equipment safely, making systematic and careful observations ● Recording: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) ● Concluding: Suggesting answers, reporting, presenting (in oral and written forms) ● Evaluating: Seeking patterns, making predictions for the future
<p>Driver 1 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 2: Migration, immigration, migrant, exploration, exploitation, discrimination, prejudice, racism, empire ● Tier 3: Windrush, emancipation, transatlantic slave trade, middle passage, abolition, Commonwealth, segregation 	<p>Driver 2 Key Vocabulary</p> <ul style="list-style-type: none"> ● Tier 2: Circuit, lamp (bulb), motor, switch, buzzer, battery/cell, wire, flow, fair testing, appliance, health and safety, mains electricity, design, build, improve, evaluate ● Tier 3: voltage, amps, fuse, component, series circuit, resistance, variable resistor, circuit symbol, conductor, insulator
<p>Driver 1 Sequence</p> <ol style="list-style-type: none"> 1. WALT: explore the evidence of Black Romans settling in Britain 2. WALT: make inferences from visual evidence about the role of Black people in Tudor society 3. WALT: research the impact of the slave trade on 6 key figures from British history 4. WALT: consider the impact of the slave trade on Black people living in Britain 5. WALT: explore how the British Empire affected people in Africa and the Caribbean 6. WALT: explore why Black people's contributions in WWI and WWII has only recently been recognised 7. WALT: consider the positive and negative experiences of the first post-war Black immigrants 8. WALT: explore how far life has improved for black people living in Britain in the last 60 years 	<p>Driver 2 Sequence</p> <p>Science</p> <ol style="list-style-type: none"> 1. WALT: investigate how the brightness of a lamp varies depending on the number of lamps used 2. WALT: construct circuit diagrams of electrical circuits 3. WALT: investigate the electrical conductive properties of certain materials 4. WALT: construct a series circuit 5. WALT: use our knowledge of circuits to test a hypothesis <p>DT</p> <ol style="list-style-type: none"> 1. WALT: draw a detailed plan following a design brief 2. WALT: use tools safely and accurately 3. WALT: construct a vehicle from a design brief 4. WALT: construct a net to cover your parade float 5. WALT: improve on our design 6. WALT: evaluate my vehicle