



History - Year 6- Medium Term Plan  
Autumn 2, Unit 1: How did the Mayan civilisation compare to the Anglo-Saxons?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:  Who were the Maya and when did they live?</p>	<p>To recognise when and where the ancient Maya lived.</p>	<ul style="list-style-type: none"> <li>- I can describe the features of the Maya civilisation.</li> <li>- I can sequence key periods on a timeline.</li> <li>- I can identify other events that happened at the same time as the ancient Maya civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<ul style="list-style-type: none"> <li>- civilisation</li> <li>- Classic period</li> <li>- Contact and Spanish Conquest</li> <li>- Maya civilisation</li> <li>- Maya lowlands</li> <li>- natural barrier</li> <li>- Postclassic period</li> <li>- Preclassic period</li> <li>- tropical rainforest</li> <li>- Yucatan Peninsula</li> </ul>	<p>Watch: Teacher video: Teaching chronology Teacher video: Comparing the Maya and the Anglo-Saxons Pupil video: Physical features of Mesoamerica Have ready: Presentation: The Maya civilisation. Flipchart or poster paper (optional – see Attention grabber). A roll of backing paper, cut into sheets approximately 150 cm by 50 cm (one sheet between a group of three – see Main event). Alternatively, the children can overlap and glue pieces of A4 paper until approximately 150 cm long. Rulers (one per group). Scissors (one per group). Coloured paper, card or tissue paper (a set of various colours for each group). Glue sticks (one per group). Whiteboards and marker pens (one between two). Link: Kapow Primary timeline. Link: Assessment – History Y5 – How did</p>

					the Maya civilisation compare to the Anglo-Saxons and Vikings? (optional – see Attention grabber).
Two:  How did the Maya settle in the rainforest?	To evaluate the challenges of settling in the rainforest.	<ul style="list-style-type: none"> <li>- I can identify the key features of the rainforest.</li> <li>- I can explain the Maya’s challenges when settling in the rainforest.</li> <li>- I can suggest ideas for how the Maya settled in the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<ul style="list-style-type: none"> <li>- canopy layer</li> <li>- emergent layer</li> <li>- forest layer</li> <li>- rainforest</li> <li>- slash and burn</li> <li>- terrace farming</li> <li>- understory layer</li> <li>- vegetation</li> </ul>	<p>Watch: Pupil video: The Maya rainforest Have ready: Presentation: The Maya forest. Presentation: Stone Age hunter-gatherers. Whiteboards and marker pens (one between two). Devices (one between three – see Main event). Link: Kapow Primary timeline. Link: BBC Bitesize - Why was farming so important to the Maya? Link: BBC Bitesize - What food did the Maya eat? Link: Maya Archaeologist - Maya farming and maize</p>
Three:  What similarities and differences existed between Maya and Anglo-Saxon homes?	To compare and contrast Anglo-Saxon and Maya houses.	<ul style="list-style-type: none"> <li>- I can name the key features of Maya homes.</li> <li>- I can recall the features of an Anglo-Saxon house.</li> <li>- I can identify the similarities and differences between Anglo-Saxon and Maya homes.</li> </ul>	<ul style="list-style-type: none"> <li>- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<ul style="list-style-type: none"> <li>- clay daub</li> <li>- limestone</li> <li>- nah</li> <li>- partitioning</li> <li>- structure</li> <li>- thatching</li> <li>- woven fabric</li> </ul>	<p>Watch: Teacher video: Similarities and differences Have ready: Presentation: Comparing Anglo-Saxon and Maya houses. Image: Anglo-Saxon house. Two hoops (for each group – see Main event).</p>

					Sticky notes (two different colours, five of each colour per group of three). Link: BBC Teach - What did Maya houses and buildings look like? Print in advance: Activity: Maya and Anglo-Saxon houses (one per group).
Four:  What did the Maya believe?	To explain the importance of Maya gods and goddesses.	<ul style="list-style-type: none"> <li>- I can explain the Maya creation story.</li> <li>- I can identify the characteristics of important Maya gods and goddesses.</li> <li>- I can compare Maya and Anglo-Saxon beliefs.</li> </ul>	- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ul style="list-style-type: none"> <li>- Ceiba tree</li> <li>- Chaac</li> <li>- creation story</li> <li>- deity</li> <li>- Itzamna</li> <li>- K'awiil</li> <li>- Kinich Ahau</li> <li>- Kukulcan</li> <li>- monotheism</li> <li>- polytheism</li> </ul>	<p>Watch: Pupil video: Maya creation story Have ready: Presentation: Maya gods and goddesses. Presentation: Christian missionaries. Plain paper Device Link: Kapow Primary timeline. Link: BBC Bitesize – Who were the Maya gods?. Print in advance: Activity: Gods and goddesses Activity: Factfile</p>
Five:  What do archaeological remains tell us about Maya cities?	To design a map of a Maya city.	<ul style="list-style-type: none"> <li>- I can make deductions about cities from archaeological evidence.</li> <li>- I can identify the key features of Maya cities.</li> <li>- I can create a plan for a Maya city, including the main features.</li> </ul>	- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ul style="list-style-type: none"> <li>- Anglo-Saxon Chronicle</li> <li>- ball court</li> <li>- charters</li> <li>- city-state</li> <li>- grand plaza</li> <li>- hieroglyphics</li> <li>- observatory tower</li> <li>- reservoir</li> <li>- sacbe</li> </ul>	<p>Watch: Teacher video: The Maya city-states Pupil video: Tikal Have ready: Presentation: The Maya city-states. Whiteboards and marker pens. A3 paper. A set of coloured pencils. Rulers Print in advance: Activity: Maya city buildings.</p>
Six:  The decline of the Maya cities: man-made or natural disaster?	To evaluate the reasons for the decline of the Maya cities.	<ul style="list-style-type: none"> <li>- I can explain the potential reasons for the decline of the Maya cities.</li> <li>- I can evaluate the reasons for the decline of the Maya cities.</li> </ul>	- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ul style="list-style-type: none"> <li>- abandon</li> <li>- conflict</li> <li>- decline</li> <li>- deforestation</li> <li>- drought</li> <li>- exacerbate</li> <li>- overpopulation</li> <li>- scarce</li> </ul>	<p>Watch: Teacher video: Why did the Maya decline? Have ready: Presentation: Theories for the decline of Maya city-</p>

		<p>- I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons.</p>			<p>states. Whiteboard and a marker pen. Devices Print in advance: Activity: Evaluating theories Resource: Decline theories</p>
<p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Where did the Maya live?</li> <li>2. What are the geographical features of the Maya civilisation?</li> <li>3. What periods is the Maya civilisation split into?</li> <li>4. How was the Maya civilisation governed?</li> <li>5. What challenges did the Maya face settling in the rainforest?</li> <li>6. What was the main different between Maya and Anglo-Saxon religious beliefs?</li> <li>7. What buildings were found in Maya cities?</li> <li>8. Which Maya cities were abandoned at the end of the classic period?</li> <li>9. Why did the Maya cities decline?</li> <li>10. How did the Maya settle in the rainforest?</li> </ol> <p>Skill catcher (Optional) Substantive assessment (Optional)</p>					



History - Year 6- Medium Term Plan  
Spring 2, Unit 2: What was the impact of WW2 on British People?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:  Why did Britain go to war in 1939?	To understand the causes of World War 2.	<ul style="list-style-type: none"> <li>- I can identify the causes of WW2.</li> <li>- I can place events on a timeline.</li> <li>- I can evaluate how significant the causes were.</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> </ul>	<ul style="list-style-type: none"> <li>- appeasement</li> <li>- Treaty of Versailles</li> <li>- reparations</li> <li>- Neville Chamberlain</li> <li>- Adolf Hitler</li> <li>- allies</li> <li>- disarm</li> <li>- debt</li> <li>- unrest</li> <li>- prosperity</li> </ul>	<p>Watch: Teacher video: Teaching chronology Have ready: Link: Kapow Primary timeline Presentation: The causes of WW2. Link: BBC Teach KS2 - Britain declares war on Germany. Link: BBC Teach KS2 - The declaration of war. Roll of backing paper, cut into sheets approximately 100cm by 50cm. Alternatively, children can glue pieces of A4 paper until approximately 100cm in length. Rulers or meter sticks, scissors, glue sticks and marker pens. Tablets or laptops. Print in advance: Activity: Event cards</p>
Two:  Who won the Battle of Britain?	To understand how the Battle of Britain was won.	<ul style="list-style-type: none"> <li>- I can identify the different phases of the Battle of Britain.</li> <li>- I can compare the different strengths of the RAF and Luftwaffe.</li> <li>- I can understand the feelings of the aircrew.</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- RAF</li> <li>- Luftwaffe</li> <li>- Battle of Britain</li> <li>- Winston Churchill</li> <li>- sorties</li> <li>- Operation Sealion</li> <li>- bomb aimer</li> <li>- scramble</li> </ul>	<p>Watch: Teacher video: Cause and consequence Teacher video: Effective questioning Have ready: Link: Kapow Primary timeline. Link: BBC History - The Battle of Britain and beyond. Link: BBC interview - What was it like to fight in the Battle of Britain? Link: BBC - Former fighter pilot recalls the RAF's finest hour*. Children's timelines. Marker pens and rulers. Presentation: The Battle of Britain.</p>

					Hoops. Tablets or laptops that can record audio and a large space for recording. Print in advance: Activity: Sorting statements (cut up, one for each group of three). Activity: Pilot interview
Three:  What do sources tell us about the Blitz?	To make inferences about the Blitz using images.	<ul style="list-style-type: none"> <li>- I can describe the important details on a photograph.</li> <li>- I can make inferences from a photograph.</li> <li>- I can use inferences to make some deductions about the Blitz.</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- the Blitz</li> <li>- air raid shelter</li> <li>- Anderson shelter</li> <li>- blackout</li> <li>- RAF</li> <li>- Luftwaffe</li> <li>- propaganda</li> </ul>	Watch: Teacher video: Sources of evidence Have ready: Link: Kapow Primary timeline. Link: BBC History - The Blitz. Sugar paper. Marker pens. Presentation: Sources of evidence. Print in advance: Resource: Photographs. Resource: Photographs. Activity: Sentence starters.
Four:  What was evacuation like for children? (Part 1)	To understand the emotions and experiences of children during the evacuation.	<ul style="list-style-type: none"> <li>- I can identify the reasons for evacuation.</li> <li>- I can make observations and inferences about how children thought and felt about evacuation.</li> <li>- I can demonstrate the feelings and thoughts of evacuees in a 'freeze frame'.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- air raid</li> <li>- Anderson shelter</li> <li>- blackout</li> <li>- evacuation</li> <li>- evacuee</li> <li>- gas mask</li> <li>- host family</li> <li>- identity tag</li> <li>- propaganda</li> <li>- ration book</li> </ul>	Watch: Pupil video: Evacuation Have ready: Link: Kapow Primary timeline. Presentation: Evacuation. Link: BBC Bitesize - Interviews with evacuated children. A device to take photographs. Print in advance: Activity: Freeze-frame Resource: Images
Five:  What was evacuation like for children? (Part 2)	To evaluate the accuracy and reliability of sources.	<ul style="list-style-type: none"> <li>- I can make inferences from a primary source.</li> <li>- I can create my own primary source describing evacuation.</li> <li>- I can evaluate the reliability of a primary source.</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- accuracy</li> <li>- audience</li> <li>- bias</li> <li>- creator</li> <li>- evacuation</li> <li>- evacuee</li> <li>- host family</li> <li>- identity tag</li> <li>- propaganda</li> <li>- purpose</li> </ul>	Watch: Teacher video: Testing the reliability of evidence Have ready: Link: Kapow Primary timeline. Presentation: Creating an eyewitness account. Flipchart or whiteboard. Whiteboards. Markers.

<p>Six:</p> <p>What impact did WW2 have on women's lives?</p>	<p>To identify the impact of WW2 on women's lives.</p>	<ul style="list-style-type: none"> <li>- I can explain why women's roles changed.</li> <li>- I can describe job roles fulfilled by women during WW2.</li> <li>- I can research and present information.</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Air Transport Auxiliary (ATA)</li> <li>- Auxiliary Territorial Service (ATS)</li> <li>- propaganda</li> <li>- Special Operations Executive (SOE)</li> <li>- Women's Auxiliary Air Force (WAAF)</li> <li>- Women's Land Army</li> <li>- Women's Royal Naval Service (WRNS)</li> </ul>	<p>Watch:</p> <p>Teacher video:</p> <p>Continuity and change Teacher video:</p> <p>Similarities and differences Have ready:</p> <p>Link:</p> <p>Kapow Primary timeline.</p> <p>Presentation:</p> <p>Recruitment poster Presentation:</p> <p>Women of WW2</p> <p>Link:</p> <p>The role of women in WW2 on BBC.</p> <p>Laptops or tablets.</p> <p>Link: Kiddle.</p>
<p>Seven:</p> <p>Why did people migrate to Britain during and after World War 2?</p>	<p>To explain why migrants come to Britain.</p>	<ul style="list-style-type: none"> <li>- I can name the groups who came to Britain pre-1066.</li> <li>- I can explain why people came to Britain pre-1066.</li> <li>- I can explain some push and pull factors for coming to Britain.</li> <li>- I can describe some experiences of migrants to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p>understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> <li>- African descent</li> <li>- black Caribbean</li> <li>- emigration</li> <li>- immigration</li> <li>- Jews</li> <li>- Kindertransport</li> <li>- labour supply</li> <li>- migrant</li> <li>- migration</li> <li>- refugee</li> </ul>	<p>Have ready:</p> <p>Presentation:</p> <p>Quizmaster.</p> <p>Presentation:</p> <p>Migration to Britain.</p> <p>Link:</p> <p>BBC School Radio -</p> <p>The last train from Prague</p> <p>Print in advance:</p> <p>Activity:</p> <p>The World War 2 Caribbean heroes.</p> <p>Activity:</p> <p>Windrush sources.</p> <p>Activity: Recording inferences.</p> <p>Activity:</p> <p>Diamond nine cards.</p> <p>Activity:</p> <p>Migration sorting cards.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> <li>1. What treaty ended World War 1?</li> <li>2. How was Germany punished after World War 2?</li> <li>3. Why did the Germans want air supremacy over Britain in July 1940?</li> <li>4. Why did the Germans bomb British cities?</li> <li>5. Which groups of people were evacuated away from cities?</li> <li>6. Why were people evacuated from the cities?</li> <li>7. Why did the British government produce posters persuading mothers to leave their children in the countryside?</li> <li>8. Why did women need to work during WW2?</li> <li>9. How did WW2 change women's lives?</li> <li>10. What impact did WW2 have on children's lives?</li> </ol> <p>Skills catcher (Optional)</p> <p>Knowledge catcher (Optional)</p>					



History - Year 5 - Medium Term Plan  
 Summer 2, Unit 3: What does the census tell us about our local area?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>What is the census?</p>	<p>To explore the purpose and creation of a census.</p>	<ul style="list-style-type: none"> <li>- I can describe what a census is and what it is used for.</li> <li>- I can extract information from a census.</li> <li>- I can collect information for a class census.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>- census</li> <li>- census data</li> <li>- census return</li> <li>- condition</li> <li>- enumerator</li> <li>- enumeration</li> <li>- books</li> <li>- head of household</li> <li>- inference</li> <li>- schedule</li> <li>- transcript</li> </ul>	<p>Watch Teacher video: Historical enquiry using the census Pupil video: The census Have ready Presentation: The 1851 census. Print in advance Resource: 1851 Census (one between two). Resource: 1851 Census transcript (one between two). Activity: Filling in a census (one each). Resource: Census glossary (support - see Adaptive teaching). Resource: Knowledge organiser: History - What can the census tell us about local areas? (optional - see Teacher knowledge). Resource: Vocabulary display (optional - one copy).</p>
<p>Two:</p> <p>What can we learn about Victorian children from the census?</p>	<p>To create questions about Victorian children using a range of sources.</p>	<ul style="list-style-type: none"> <li>- I can use a variety of sources to build on my knowledge of Victorian child labour.</li> <li>- I can use authentic historical sources to develop my questioning skills.</li> <li>- I can consider the limitations of Victorian censuses.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>- carding</li> <li>- child labour</li> <li>- commissioner</li> <li>- flax</li> <li>- flax mill spinner</li> <li>- joiner</li> <li>- observation</li> <li>- reliable</li> <li>- shilling</li> <li>- William Dodd</li> </ul>	<p>Watch Teacher video: Developing questioning Have ready Presentation: 3, 2, 1. Presentation: Mary Bucktrout. Presentation: Mary Bucktrout years later. Whiteboards and pens (one each). Link: Kapow Primary timeline. Print in advance Resource: Henrietta's story (one teacher copy). Activity:</p>



					Victorian factory images (one between two). Activity: Extract from the 1841 Census (one between two). Activity: Developing questioning (one each). Activity: Developing questioning: support version (see Adaptive teaching)
Three:  What does the census suggest about the jobs available in the 1800s?	To explore the jobs available in the past using the census.	<ul style="list-style-type: none"> <li>- I can extract information about jobs from the census.</li> <li>- I can compare the jobs available in the past and now.</li> <li>- I can infer the type of job a Victorian person may have done.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>- class</li> <li>- domestic servant</li> <li>- governess</li> <li>- middle class</li> <li>- Office for National Statistics (ONS)</li> <li>- occupation</li> <li>- scholar</li> <li>- statistics</li> <li>- working class</li> </ul>	<p>Have ready</p> <p>Presentation: In the spotlight.</p> <p>Presentation: Occupations in 2021.</p> <p>Presentation: Matching activity answers.</p> <p>Presentation: Kaposts example.</p> <p>Whiteboards and pens (one between two).</p> <p>Print in advance</p> <p>Resource: Watercourse Alley (one between two).</p> <p>Resource: Long Lane (one between two).</p> <p>Activity: Character profile (pre-cut, one between four).</p> <p>Activity: Victorian job advertisements (one between four).</p> <p>Activity: Kaposts! (pre-cut, one each).</p>
Four:  Why did some women refuse to fill out the census in 1911?	To make inferences about women's lives in the 1900s using the census.	<ul style="list-style-type: none"> <li>- I can describe what suffrage means.</li> <li>- I can extract information about women from different censuses of the same year.</li> <li>- I can use primary sources to make a visual timeline about women's suffrage in Britain.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>- boycott</li> <li>- protest</li> <li>- suffrage</li> <li>- suffragette</li> <li>- suffragist</li> <li>- suffrage movement</li> </ul>	<p>Watch</p> <p>Teacher video: Sources of evidence</p> <p>Pupil video: No vote, no census!</p> <p>Have ready</p> <p>Presentation: Expand and add detail.</p> <p>Presentation: The 1911 Census. Sugar paper (one between four). Scissors (one between two). Glue sticks (one between four).</p>

					<p>Link: Kapow Primary timeline.  Print in advance  Resource: The Maund household 1911 (one between two). Activity: Visual timeline (one between four).  Resource: Talk sentences (support - see Adaptive teaching). Resource: Women's suffrage glossary (support - see Adaptive teaching).</p>
<p>Five:  What changed in the 1921 Census?</p>	<p>To investigate how the census changed by following the life of Evelyn Dove.</p>	<ul style="list-style-type: none"> <li>- I can use the census to verify facts in a secondary source.</li> <li>- I can recognise that the census captures only a snapshot of a person's life.</li> <li>- I can identify the changes between the 1911 and 1921 census.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>- biography</li> <li>- secondary source</li> <li>- The National Archives</li> <li>- verify</li> </ul>	<p>Watch  Teacher video: Continuity and change  Pupil video: The 1921 Census  Have ready  Presentation: Gimme five!  Presentation: Evelyn Dove in 1911.  Presentation: Evelyn Dove in 1921.  Link: 1971 Census by household form  Print in advance  Resource: A biography of Evelyn Dove (one teacher copy). Resource: 1911 Census (one between two). Resource: 1921 Census (one between two). Activity: Census changes (one between two). Answer sheet: Census changes (one teacher copy).</p>
<p>Six:  Who lived in our local area in the past?</p>	<p>To conduct an enquiry about my local area using the census.</p>	<ul style="list-style-type: none"> <li>- I can choose an enquiry question.</li> <li>- I can plan my enquiry.</li> <li>- I can use the census to find answers to my enquiry question.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>- gazetteers</li> <li>- historical enquiry</li> <li>- local history</li> </ul>	<p>Watch  Teacher video: A local area enquiry  Have ready  Presentation: Agree or disagree.  Presentation:</p>

					<p>Discussion time.  Presentation: Our local area.  Presentation: Planning. Link: Google Street View. Modern and historical images of a local street uploaded to slides 1 and 2 of the Presentation: Our local area (optional – see Teacher knowledge).  A variety of sources for the children to use in their enquiry (see Teacher knowledge).  Print in advance  Activity: A local area enquiry (one each).  Activity: A local area enquiry: support version (see Adaptive teaching).</p>
<p>Assessment:</p> <ol style="list-style-type: none"> <li>1. What sources can you see to find out about your local area's history?</li> <li>2. What does the census do?</li> <li>3. The census is taken once every...</li> <li>4. What information can you find in the census?</li> <li>5. How was the information for the census collected in 1851?</li> <li>6. Why did some women boycott the 1911 census?</li> <li>7. What made the 1921 census different?</li> <li>8. Why are past censuses sometimes difficult to use?</li> <li>9. Which organisation protects the personal information contained in censuses?</li> <li>10. How can some sources help you learn about the history of your local area?</li> </ol> <p>Skills catcher (Optional)  Knowledge catcher (Optional)</p>					