History Learning Organiser – Year 6 Summer 2 -

Prior Learning (What we already know?):

The reasons for major changes in population and work life in Britain since 1948

What the Windrush was and the causes of it.

The impact 'Windrush' had on Britain's economy and population

Key Questions:

Why were shanty towns nicknamed "Hoovervilles?"

Why was the New Deal important?

Can the UK Government's support offered to workers during the coronavirus lockdown be compared to the New Deal?

Key Facts:

As the depression worsened and millions of urban and rural families lost their jobs and depleted their savings, they also lost their homes. Desperate for shelter, homeless citizens built **shantytowns** in and around cities across the nation. These camps came to be called **Hoovervilles,** after the president.

New Learning:

- To develop a chronologically secure knowledge and understanding of British, local and world history
- Establish clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

Key Resources:

https://www.historic-uk.com/HistoryUK/HistoryofBritain/Great-Depression/

https://www.history.com/topics/great-depression/great-depression-history

https://www.history.com/news/life-for-the-average-family-during-the-great-depression

New History Skills:

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of dates and term

Vocabulary:

Economy, markets, crash, depression, shanty towns, Hoovervilles, unemployed, New Deal

Can I do this?

- Know some of the causes of the Great Depression
- Assess reliability of biased sources
- Know the significance of the New Deal in how it impacted government's interaction with the economy