

# History Curriculum Map & Skills Progression



Year 6 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p>Pupils should: regularly <u>address and devise</u> historically valid questions about <u>change and cause, similarity and difference, and significance.</u>  <b>[Recapped and progressed throughout KS2]</b></p> <p>Pupils should: <u>note connections, contrasts and trends over time.</u>  <b>[Recapped and progressed throughout KS2]</b></p> <p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information.  <b>[Recapped and progressed throughout KS2]</b></p> <p>Pupils should: understand how our knowledge of the past is constructed <u>from a range of sources.</u>  <b>[Recapped and progressed from Y5 curriculum]</b></p>		<p>Pupils should: regularly <u>address and devise</u> historically valid questions about <u>change and cause, similarity and difference, and significance.</u>  <b>[Recapped and progressed throughout KS2]</b></p> <p>Pupils should: <u>note connections, contrasts and trends over time.</u>  <b>[Recapped and progressed throughout KS2]</b></p> <p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information.  <b>[Recapped and progressed throughout KS2]</b></p> <p>Pupils should: understand how our knowledge of the past is constructed <u>from a range of sources.</u>  <b>[Recapped and progressed from Y5 curriculum]</b></p>

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<p>Pupils should be taught about: a local history study.                  (Non-Statutory) a depth study linked to one of the British areas of study listed above                  (Non-Statutory) a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)                  (Non-Statutory) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b>[Linked to the historical significance of Skelmersdale and surrounding areas through the ages]</b></p>		<p>Pupils should be taught about: a local history study.                  (Non-Statutory) a depth study linked to one of the British areas of study listed above                  (Non-Statutory) a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)                  (Non-Statutory) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b>[A depth study of the international slave trade and its significance to Liverpool and national history]</b></p>
<p><b>Year 6 Key Skills</b></p>		
<p>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.                  Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</p>		<p>Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</p> <p>Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been</p>

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<p><b>[Recapped and developed from Year 5, and applied to a historical study of Skelmersdale]</b></p>		<p>constructed, and establish evidence for particular enquiries.</p> <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</p> <p>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>
<b>Year 6 Curriculum Enrichment Opportunities</b>		
		<p>Year 6 will visit the International Slavery Museum in Liverpool.</p>
<b>Year 6 Vocabulary</b>		
<p><b>Gunpowder Plot Day</b> Guy Fawkes</p>	<p><b>WW2 Week</b> Political Religious</p>	<p><b>Slave Trade</b> Abolition(ist) Transatlantic</p>

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<p>Houses of Parliament Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism Robert Catesby John/ Christopher Wright Lord Monteagle <b>British History</b> Skjaldmarr's valley Old Norse 'dair' 1136 Colliery Grand Tour Spa Domesday Book</p>	<p>Remembrance Invasion Antisemitism Auschwitz- Birkenau Gestapo Genocide Holocaust <b>British History</b> Victorian era turn of the century pre-war inter-war post war the sixties. Medieval pilgrimage 1086 William the Conqueror</p>		<p>Merchant 1640-1807 Slave triangle James Penny William Bold Admiral Rodney Jonas Bold Abolition of Slavery Act 1834</p>	
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