

History Curriculum Map & Skills Progression



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

History Curriculum Map & Skills Progression



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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. [Linked to the historical significance of Skelmersdale and surrounding areas through the ages]</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. [An in-depth study of the international slave trade and its significance to Liverpool and national history]</p> |
| Year 6 Key Skills | | |
| <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>). Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been</p> |

History Curriculum Map & Skills Progression



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| <p>[Recapped and developed from Year 5, and applied to a historical study of Skelmersdale]</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> |
| <p>Year 6 Knowledge & Sequence</p> | | |
| <ul style="list-style-type: none"> • The earliest history of Skelmersdale. When was it established? How did it grow into the town it is today? • Mapwork. Use old maps to explore how Skelmersdale has changed. | | <ul style="list-style-type: none"> • How and why did the slave trade begin? • Transatlantic trade triangle. (Geography link) |

History Curriculum Map & Skills Progression



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| <p>What can we learn from each map? (Geography link)</p> <ul style="list-style-type: none"> • Mining town. Learn about the mining industry. Where were the mines located? Why did the mines close? The mining disaster. • Skelmersdale, a new town. The creation of today's Skelmersdale. • Why was Skelmersdale developed as a new town? Who was it for? What was the vision? • Explore the geography of Skelmersdale. Look at why things are located where they are located. (Geography link) • Skelmersdale's road links. Why are they the way they are? How were they named? (Geography link) • Recession of the 1980s and its economic impact of Skelmersdale. • Redesign Skelmersdale. (Geography link) | | <ul style="list-style-type: none"> • Slave ship primary sources. Examining letters and slave ship documentation. What does it tell us about the slave trade industry? • Slave ships and their brutal conditions. • The Zong and the horrors of the middle passage. • Slave Ship painting by William Turner. How would this evoke emotion and uproar in Britain? • Primary source about the slave ship, The Pheasant. • The abolition of slavery in Britain. • 'Cottonopolis', the cotton famine and the abolition of slavery in the USA. |
| Year 6 Vocabulary | | |
| <p>The History of Skelmersdale</p> <p>Colliery New town Origin</p> | <p>WW2 Week</p> <p>Political Religious Remembrance Invasion</p> | <p>Slave Trade</p> <p>Abolition(ist) Transatlantic Merchant 1640-1807</p> |

History Curriculum Map & Skills Progression



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| <p>Recession Economy Unemployed Commuter Village Town Domesday Book urban</p> <p>Gunpowder Plot Day Guy Fawkes Houses of Parliament Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism Robert Catesby John/ Christopher Wright Lord Monteagle</p> | <p>Antisemitism Auschwitz- Birkenau Gestapo Genocide Holocaust</p> | | <p>Slave triangle James Penny William Bold Admiral Rodney Jonas Bold Abolition of Slavery Act 1834</p> |
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