**Knowledge, Skills and Understanding Progression – History: Year 6**

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| **Y6** | **National Curriculum Requirements of History at KS2** | | | |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | |
| **Year 6** | | **Term 1** | **Term 2** | **Term 3** |
| **Historical enquiry:** | * To look at two different versions of events and say how the author may be attempting to persuade or give a specific viewpoint. * To identify and explain their understanding of propaganda. * To describe a key event from Britain’s past using a range of evidence from different sources. * To pose and answer their own historical questions. * To research independently and evaluate websites/sources given for reliability and validity. | The Maya | The Ancient Greeks | The Impact  of War |
| **Knowledge:** | * To summarise the main events from a specific period in history, explaining the order in which key events happened. * To summarise how Britain has had a major influence on world history. * To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. * To describe features of historical events and people from past societies and periods they have studied. * To recognise and describe differences and similarities/ changes and continuity between different periods of history. | The Maya | The Ancient Greeks | The Impact  of War |
| **Chronological understanding:** | * To say where a period of history fits on a timeline. * To place a specific event on a timeline by decade. * To place features of historical events and people from past societies and periods in a chronological framework. | The Maya | The Ancient Greeks | The Impact  of War |
| **Interpretation:** | * To suggest some reasons for different interpretations of the past. * To recognise why some events, people and changes might be judged as more historically significant than others. | The Maya | The Ancient Greeks | The Impact  of War |