

In Year 6 the History Curriculum aims to establish a critical platform for subsequent learning. Pupils will study through enquiry, several broad themes that they will revisit throughout Year 7 and Year 8. Theme 1 is Health and Hygiene Theme 2 is Religious change in England and later the UK. Theme 3 is Migration and Empire. Through these themes pupils will encounter key disciplinary terms such as the agency of the people who inhabited the past and their relationship to us today. To aid Pupil understanding the curriculum is taught in Chronological order, this allows them to create schema in their brain, where the past is put together like a jig-saw.

Year 6 Programme of study for History	Autumn	Autumn	Spring	Spring	Summer	Summer
Topic	What was health and medicine like in the Middle Ages?	What was health and medicine like in the Middle Ages?	Why did Tudor monarchs have so many problems with Religion?	Why did Tudor monarchs have so many problems with Religion?	How can we find out about Black people at the Tudor Court?	Who was the more significant Monarch, Akbar the Great or Elizabeth I?
Content and Lesson Objectives	Identify how and why standards of health and cleanliness were very different than they are today	Examine the impact of Black Death on Britain	Assess the tactics used by Henry VII used to become more powerful	Explain how and why Edward VI changed the religion in England	Identify challenges to, and methods of, exploring the lives of people a long time ago	Examine the reign of Akbar the Great in India in the 16 th Century
	Identify the main symptoms of Black Death	Identify the variety of medical treatments in the Middle Ages	Examine how young Henry VIII spent his time and his money.	Examine how and why Bloody Mary got her nickname and if she deserved it	Examine the presence of Africans in Britain up to the Tudor era	Examine the Significance of the reign of Elizabeth I
	Explain what people thought caused disease at the time and how they tried to	Assess the theories behind the causes of disease and the treatments for them	Judge how religious Henry was as a young man	What was Britain like in 1558 and what was her relationship with neighbouring countries?	Investigate the lives of Black Tudors Mary Fillis and John Blanke	Compare the reigns of the two monarchs. Explain the similarities and differences of the two monarchs.

	protect themselves.					
	Outline how the Black Death spread throughout the World	How did people try to cure the sick in the Middle Ages?	Recall how and why Henry VIII fell out with the Pope	Examine the circumstances in which Elizabeth I became Queen	Assess the views of modern historians Miranda Kaufman and David Olasugo in how difficult it is to find out about the lives of Black people in the Tudor era	Make judgements on who was the most significant, Elizabeth I or Akbar the Great.
			Examine how Henry's relationship with the Pope affected religion in England	Examine how Elizabeth tried to end religious chaos in Tudor England		
			Explain why some people criticised the Catholic Church	Examine the threat posed by Mary Queen of Scots		
			Examine how Protestants got their name and what they believed	Examine why King Phillip of Spain decided to invade England in 1588		
			Analyse the marriages of Henry VIII and his Six wives	Judge key reasons why the Spanish Armada failed		
Assessment		Source Analysis: Use evidence to explain the impact of the Black Death			Historical Interpretations. Explain how and Why it is difficult for Historians to	Similarity and Difference: Compare and contrast the reigns of Akbar and

					find out about Black people in Tudor England	Elizabeth. Make judgements on who is the Most Significant
Progression from Year 5		Pupils can explain differing types of sources and look for their limitations. Pupils begin to understand Bias, reliability and utility when using primary sources. . Pupils understand what inference skills are and begin to use them			Pupils can begin to recognise that Historians have different views of the past and the same events and begin to make judgements about why Historians might have differing views	Pupils can use subject specific knowledge and can make judgements on the significance. They can compare and contrast Historical individuals to explain their significance