

## Year 6 History Curriculum

### History Cornerstone Topics

Topics lending to History	2014 National Curriculum Links	Resources
<p>Fallen Fields</p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> <li>• a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Change over time</a> A lesson looking at three factors of change from 1066-1649.</li> <li>♦ <a href="#">Conflict through time</a> A lesson that introduces pupils to the idea of change and continuity in warfare.</li> </ul>
<p>Hola Mexico</p>	<p><i>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900;</i></p>	<ul style="list-style-type: none"> <li>♦ <a href="#">Baghdad AD900</a> A sequence of lessons on the significance of the city.</li> <li>♦ <a href="#">Mayan objects activity</a> A SEN activity that allows pupils to explore Mayan objects and make inferences.</li> <li>♦ <a href="#">Aztec history</a> An introduction to the Aztec civilisation with a timeline activity attached.</li> </ul>

## Local History / Geography Week

### National Curriculum Links

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – **Gorton Zoological Gardens**

### Knowledge skills and understanding breakdown – Key questions to aid planning

Chronological Understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Show on a time line, the changes that they have identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe similarities and differences between some people, events and objects (artefacts) they have studied.</li> <li>• Can describe how some of the things they have studied from the past affect life today.</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)               <ul style="list-style-type: none"> <li>• Explain what Britain may have learnt from different civilisations</li> </ul> </li> </ul> <p>Summarise main events from a specific period in History</p>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural')</li> </ul>

		<ul style="list-style-type: none"> <li>• Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• Choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion.)</li> <li>• Choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• Give own reasons why changes may have occurred, backed up by evidence they have researched.</li> </ul>
<p>Can they say where a period of history fits on a timeline?</p> <ul style="list-style-type: none"> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <ul style="list-style-type: none"> <li>• Can they summarise how Britain has had a major influence on world history?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and</li> </ul>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <ul style="list-style-type: none"> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> </ul>

	<p>periods they have studied?</p> <ul style="list-style-type: none"><li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li></ul>	
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