

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"> • a significant turning point in British history, for example, the first railways or the Battle of Britain 	<ul style="list-style-type: none"> • Change over time A lesson looking at three factors of change from 1066-1649. ♦ Conflict through time A lesson that introduces pupils to the idea of change and continuity in warfare.
<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"> ♦ Baghdad AD900 A sequence of lessons on the significance of the city. ♦ Mayan objects activity A SEN activity that allows pupils to explore Mayan objects and make inferences. ♦ Aztec history An introduction to the Aztec civilisation with a timeline activity attached.

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

		<ul style="list-style-type: none"> • 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. • Choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion.) • Choose reliable sources of factual evidence to describe what was important to people from the past. • Give own reasons why changes may have occurred, backed up by evidence they have researched.
<p>Can they say where a period of history fits on a timeline?</p> <ul style="list-style-type: none"> • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? 	<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"> • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and 	<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"> • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources?

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