



# History – Year 6



<p><u>Honesty</u> Describe feelings Be honest when something hasn't gone right</p>	<p><u>Love</u> Understand how love can be depicted through artists in history.  How individuals give their love to help others.  How love can be expressed.</p>	<p><u>Forgiveness</u> Forgiving mistakes Understanding that people make mistakes through poor choices  Should execution have happened? What happened when they didn't have rules/laws?</p>	<p><u>Respect</u></p> <ul style="list-style-type: none"> <li>Respecting other people's opinions</li> <li>Respect for others personal lives</li> </ul>	<p><u>Cultural Capital Opportunities</u></p> <ul style="list-style-type: none"> <li>First world war</li> <li>Second world war visit to Industrial War Museum</li> <li>VE day- Visit IWM/ Street Party organisers</li> <li>Help selling poppies</li> <li>Speak/support elderly members of the community</li> <li>Visit a care home to speak to local residents about their experiences</li> <li>Look at primary and secondary sources</li> <li>Invite the local history group into school.</li> </ul>		
<p><u>A Love Of Language</u> see key skills below <u>Reading:</u> Read different sources. <u>Listening:</u> Opportunities to listen to videos of sources.  <u>Speaking:</u> Opportunities to speak and listen to others to share our thoughts on events.  Being able to speak about our own lives.  <u>Writing:</u> Write about different events from our past.</p>	<p><u>Aspirations</u> Aspiring to make your own history in life  Aspiring to achieve a career they want.  Standing up for what you believe in.</p>	<p><u>Bringing Learning To Life</u></p> <ul style="list-style-type: none"> <li>Battle of the Somme</li> <li>Armistice Day</li> <li>Use clips from literacy shed</li> <li>1940's day</li> <li>Ask Jenny from the Local History association to talk to the class.</li> <li>Design a mode of transport looking at Spitfire, Hurricane etc and build a figure.</li> </ul>	<p><u>Emotional Well-Being</u> Understanding why people argue Being able to regulate emotions Understanding others points of view</p>	<p><u>Resilience</u> Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree  Understand the problems that individuals have overcome to succeed.</p>	<p><u>Valuing Our Diversity</u> Understanding that different people have different beliefs.</p>	<p><u>Respect and Responsibility</u> We are responsible for our own actions.  We value others beliefs.  Understand that our actions have consequences.</p>
<p>What will they learn?</p>			<p>In what order?</p>			
<p>Key Concepts</p>	<p>Key Skills</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>	<p>End points</p>	

<ul style="list-style-type: none"> <li>• <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></li> <li>• <b>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; Benin (West Africa) c. AD 900-1300.</b> <ul style="list-style-type: none"> <li>• <b>Complete a local history study</b></li> </ul> </li> </ul>	<p><u>Chronology</u> Show their secure knowledge by:</p> <ul style="list-style-type: none"> <li>• In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...)</li> <li>• Analyse connections, trend and contrasts over time</li> </ul> <p><u>Events, people and change</u> Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> <li>• Presenting a clear narrative within and across periods that notes connections, contrasts and trend over time</li> <li>• Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Produce detailed structured work to</li> </ul>	<p><b>First and Second World Wars (Remembrance Sunday)</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Eg First and Second World Wars.</b></p> <ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline ( eg the changing power of monarchs using case studies such as John, Anne and Victoria)</li> <li>• Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain.</li> <li>• In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...)</li> <li>• Show their knowledge and understanding of national history</li> <li>• Presenting a clear narrative within and across periods that notes connections, contrasts and trend</li> </ul>	<p><b>Early Islamic Civilisation and could possibly link to present day</b></p> <p><a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/introduction-early-islamic-civilisation/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/introduction-early-islamic-civilisation/</a></p> <p><b>A non-European society that provides contrasts with British history.</b></p> <p><b>One study chosen from: - - early Islamic civilization, including a study of Baghdad c. AD 900; - Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</b></p> <ul style="list-style-type: none"> <li>• Identify and compare changes within and across different periods.</li> <li>• Analyse connections, trends and contrasts over time.</li> <li>• Show their knowledge and understanding of international history</li> <li>• Give reasons why changes may have occurred, backed up by evidence.</li> <li>• Produce detailed structured work to select and deploy information and make</li> </ul>	<p><b>Local History Study using Censuses and Directories aswell was Digimaps for Local area. Key question</b></p> <p><b>What was Eccles like 100 years ago? Who lived in my home 100 years ago? What jobs were there in Eccles 100 years ago?</b></p> <p><b>Complete a local history study</b></p> <ul style="list-style-type: none"> <li>• Show their knowledge and understanding of local history and how this influences life today.</li> <li>• Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes</li> <li>• Plan and present a self-directed project or research about the studied period.</li> <li>• Select information and make appropriate use of historical</li> </ul>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> <li>• Retell key facts about the first and second world wars.</li> <li>• Order significant events.</li> <li>• Use information as evidence to test hypotheses when carrying out research (e.g. a significant turning point in history, for example, the first railway or the Battle of Britain).</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>select and deploy information and make appropriate use of historical terminology and contrasting evidence</p> <p><u>Enquiry, interpretation and sources.</u></p> <ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>• Understand how our knowledge of the past is constructed from a range of different</li> </ul>	<p>over time (E.g. changes in aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> century).</p> <ul style="list-style-type: none"> <li>• Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence</li> <li>• Use reliable sources in the form of printed sources, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries etc. ( Try to include the legacy of Greek or Roman culture eg art, architecture or literature).</li> </ul>	<p>appropriate use of historical terminology and contrasting evidence</p> <ul style="list-style-type: none"> <li>• Know that people in the past have a point of view and that this can affect interpretation.</li> <li>• Evaluate evidence to choose the most reliable forms.</li> </ul>	<p>terminology and contrasting evidence.</p> <ul style="list-style-type: none"> <li>• Give clear reasons why there may be different accounts of history. Linking this to factual understanding of the past.</li> <li>• Plan and present a self-directed project or research about local history using different sources as evidence.</li> <li>• Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<p></p> <hr/> <p><u>Spring:</u></p> <ul style="list-style-type: none"> <li>• Explain key information about early Islamic civilization, including a study of Baghdad c. AD 900 or Benin (West Africa) c. AD 900-1300</li> <li>• Show their knowledge and understanding of international history</li> <li>• Give reasons why changes may have occurred, backed up by evidence.</li> <li>• Evaluate evidence to choose the most reliable forms.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	sources and that different versions of the past events may exist, giving some possible reasons for this.	<ul style="list-style-type: none"><li>• Begin to use information as evidence to test hypotheses when carrying out research (e.g. a significant turning point in history, for example, the first railway or the Battle of Britain).</li></ul>			<p><u>Summer:</u></p> <ul style="list-style-type: none"><li>• Understand what has happened in local history and what is happening currently in the local community.</li><li>• Create a self-directed project based on the local community.</li><li>• Investigate own lines of enquiry using reputable sources.</li></ul>
--	----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------