



Subject/Area: History

Year Group: 6

Prior Learning	Year 6 Learning	Future Learning	Vocabulary - Subject Specific
<p><i>In Year 5 children should:</i></p> <p>Use a time line to help talk about key aspects within the time periods studied.</p> <p>Describe connections and identify contrasts when talking about different time periods.</p> <p>Give reasons for the main events and key changes that took place within the time periods studied.</p> <p>Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons/Vikings.</p> <p>Talk about significant people/events within the time periods studied and describe their impact on life at that time and on life today.</p> <p>Find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.</p> <p>Explain the different ways that the past can be represented and how this affects interpretation.</p> <p>Work with increasing independence to record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.</p>	<p>Talk confidently about the different periods of time studied, providing an accurate chronology.</p> <p>Make links within and across periods of history studied.</p> <p>Describe connections, identify contrasts and talk about trends over time to show understanding of chronology.</p> <p>Talk about significant individuals from the past and offer explanations for their actions.</p> <p>Provide reasons why some events, individuals, developments are seen as more significant than others.</p> <p>Find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.</p> <p>Give reasons for the different ways the past is represented and how this affects interpretation.</p> <p>Work independently/ in a small group to record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.</p>	<p><i>In Year 7 children will:</i></p> <ul style="list-style-type: none"> Children will extend and deepen their chronologically secure knowledge and understanding of British, local and world history, and provide a well-informed context for wider learning. Pupils will identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. 	<p>Change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, interpretation, analyse, refine, critically, immigration.</p>

KS2 National Curriculum Objectives		Enquiry questions		Key questions		Famous People Links
<ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age.• The Roman Empire and its impact on Britain.• Britain’s settlement by Anglo-Saxons and Scots.• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.• A local history study.• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.• Ancient Greece – a study of Greek life and achievements and their influence on the western world.• 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.		<p>I can suggest why there may be different interpretations of events.</p> <p>I can identify and explain their understanding of propaganda?</p> <p>I can suggest why certain events, people and changes might be seen as more significant than others?</p> <p>I can pose and answer historical questions using primary and secondary sources as evidence to justify their opinions?</p> <p>I can identify and compare changes within and across different periods?</p>		<p>Did Queen Victoria change England for the better?</p> <p>Was the Victorian era the period of greatest change in history?</p> <p>Was Germany right to go to war?</p> <p>Was the Battle of Britain the turning point?</p>		Winston Churchill Adolf Hitler
						Linked texts
						Goodnight Mr Tom
Working historically – key concepts:						
Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and decision making	Using sources as evidence
Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.	Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.	Understands that change can vary in rate, scale, extent, time and space including the identification of critical incidents and turning points/trends.	Can order causes according to their impact and recognises the difference between primary and secondary effects.	Can compare significance and use criteria to order events or people by significance.	Knows that decision making creates conflict which can be resolved by a variety of methods.	Can comment with confidence on the value of a range of different types of sources for enquiries

Assessment Opportunities

Chronological understanding:

- We will identify and compare changes within and across different periods?

Historical interpretation:

- We can suggest why there may be different interpretations of events.
- We can identify and explain their understanding of propaganda?
- We will look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

Historical understanding:

- We can make comparisons between the past and present explaining things which have changed and things which have stayed the same and offer plausible reasons as to why?

Knowledge and understanding:

- We can suggest why certain events, people and changes might be seen as more significant than others?