

Year 6 History Curriculum

History Curriculum - Technical Information

	Early Years	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6					
Main Period	In living memory	Local History Study	Significant local event	Significant National event	Local History Study	Stone Age to Iron Age	Ancient Greeks	Romans	Egyptians	Anglo-Saxons & Vikings	Local Study	Maya	Post-1066 Study				
Enquiry Questions	<p>How have I changed since I was a baby?</p> <p>How have toys changed over time?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p>	<p>What was life like in Howdon/ Killingworth 100 years ago?</p> <p>How has transport evolved in recent times?</p> <p>(George Stephenson)</p>	<p>What impact did the Great Fire of Gateshead have on our locality?</p>	<p>What impact did the Great Fire of London have on the nation?</p>	<p>Why are castles so important to our heritage?</p>	<p>Which period of prehistory do you prefer?</p>	<p>How did the Ancient Greeks compare to early Britain?</p>	<p>What made the Romans crucial to Britain's culture today?</p>	<p>How significant was the River Nile to Ancient Egypt's survival?</p>	<p>Was the post Roman period of Britain a never ending fight for survival?</p>	<p>Which industry has had the biggest impact on our local area?</p>	<p>How did the Mayan civilisation compare to Early Britain?</p>	<p>Was the effect of WW2 the most devastating disaster in British history?</p>				
Chronological Knowledge/ Understanding	<ul style="list-style-type: none"> - Develop an awareness of the past and present. - Use common words and phrases related to the passing of time. - An understanding why putting events in the correct sequence is important for explaining why events took place. - Begin to understand intervals 					<ul style="list-style-type: none"> - An understanding of the duration of British, Local and World History. - An understanding that some events will overlap (concurrency) - Increasingly more confident in using scaling to understand the passing of time for the period they are studying. - Be able to use a wider range of time terms securely 			<ul style="list-style-type: none"> - Able to compare and contrast between different periods - Continuity and change- what stayed the same over the period and what has changed - able to say why this is significant. - Be able to use a wider range of complex time terms securely 'last century', 'decade'. 								
Historical Enquiry / Skills	<ul style="list-style-type: none"> - Ask and answer questions. - Understand some ways we find out about the past. - Choose and use parts of stories and other sources to show understanding of key events. 					<ul style="list-style-type: none"> - Ask valid questions about cause and significance and same and difference. Understand cause and consequence. - What is the same and different between these periods and our world today? 			<ul style="list-style-type: none"> - Know about connections, contrasts and trends over time Make a reasoned justification using a range of sources to answer the enquiry question. - Suggest strategies to help them to answer enquiry questions. 								
Specific skills	Extracting - is what children learn from a particular source. Evaluating - Is the source of information reliable and valid?					Interrogation - what else would the children like to find out?											
Key Threads	Achievements (What is their legacy?)			Society		Settlements		Battles		Entertainment		Diet		Transport		Religion	

Year 6 History Curriculum

What's the big picture?

The study of the Mayan Civilisation has been chosen so that children can learn about a non- European society which was concurrent to provide contrast with British history. At this time the invaders (Vikings and Anglo-Saxons) were settled in Britain. In Geography Year 6 children will complete work about North and South Americas.

In Year 6 the children will complete a post-1066 study, focused around WW2 and how this impacted our local area. In Year 5 they explored the role of local shipbuilding in helping the WW1 effort.

National Curriculum Principles

- Pupils should 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.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- Pupils should be taught about: a non-European society that provides contrasts with British history - study chosen: Mayan civilization c. AD 900
- Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Websites/ Resources

<https://www.mrtdoeshistory.com>

<http://www.chronozoom.com/#/t00000000-0000-0000-0000-000000000000> - An interactive timeline resource to explore the scale of time

<https://www.timemaps.com> - An interactive timeline resource to help children concurrence

<https://www.mylearning.org> - Sources and artefacts from museums and archives

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2018/09/Ancient-Wonders-Then-and-Now-Teacher-Pack.pdf>

www.mrcarterrocks.wixsite.com/historyrocks

Year 6 History Curriculum

www.Starbeck.com - Artefact loan boxes

Enquiry Question - How did the Mayan civilisation compare to Early Britain?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> I can show a clear awareness of how the Maya civilization fits in to other periods studied. I can consider scale, duration and intervals of key Mayan events on a timeline. I can identify different sources for interpreting the past. I can provide an historically valid answer to an enquiry question, presenting my ideas clearly and coherently. 	<ul style="list-style-type: none"> I can assess the achievements of the Maya and Vikings with a historically accurate response. I can study the impact of Christopher Columbus on this society. I can compare and contrast settlements of the Maya and Vikings. I can compare and contrast the make up of society between the Anglo Saxons, Vikings and Mayans. I can compare and contrast the collection methods and foods of the Vikings and Mayans. I can use a variety of sources to compare beliefs between the different civilisations. 	<p>Timeline Maps</p> <p>Artefacts</p> <p>Significant Individual/ Transport</p> <p>Achievements (what is their legacy)</p> <p>Settlements</p>	<p>There were 4 'eras' of the Mayan civilisation Pre-classic (2000BC - AD300); Classic (AD300-900); Post-classic (AD900 - 1550). <i>Place these periods on a timeline in relation to previous periods studied. Use map work to study America and identify where Mayan civilisation is, including trade routes. (Geography link)</i></p> <p>Use of stories/myths including Popul Vuh, artefacts and pictures of Mayan civilisation.</p> <p>Christopher Columbus is said to have discovered America. Do you agree? Explore Christopher Columbus and his achievements, how would these be viewed today?</p> <p>Recap Viking achievements and compare these to Mayans Achievements: maths and number system, written language system, huge stone architecture, elevated roads, aqueducts (<i>like Romans</i>), sophisticated art, ball game (similar to football), developed rubber, harvested cacao and developed chocolate drinks. Who was more advanced?</p> <p>Remind children of Viking settlements. The Mayans had many palaces and temples. Some of the most famous buildings: Casa Colarado, El Castillo and Osario. Own personal home called a 'Naah'. They took inspiration from other buildings but different in style.</p>

Year 6 History Curriculum

created from a number of different materials. Use Popul Vuh and the Chilam Bilam to learn about these..

Enquiry Question - Was the effect of WW2 the most devastating disaster in British history?

Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> I can place the Blitz and WW2 onto a timeline that is historically accurate and in context to previous periods studied. I can address an historically valid question, presenting ideas clearly and coherently. I can organise information chronologically related to the war, including a British and world dimension. I can identify that our understanding of history is made up of a variety of sources, and I should assess these for reliability and reasons for different interpretations. I can identify the 	<ul style="list-style-type: none"> I can identify the achievements and significance of the war for shaping Britain today. I can identify similarities and differences between people and their experiences. I can compare and contrast life in the trenches to life at home. I consider the impact of WW2 nationally and internationally, considering the significance for each country involved. I can consider the impact of transport on the war effort and how it has advanced since studying it in year 1. I can compare traditional entertainment studied to those during the war efforts considering continuity and change. I can use a variety of sources to learn about WW2 and understand why 	<p>Timeline</p> <p>Maps</p> <p>Achievements</p> <p>Society</p> <p>Transport</p> <p>Battles</p> <p>Locality</p>	<p>WW2 - 1939 to 1945. Children consider where this fits into previous periods studied.</p> <p>Children use maps to understand the invasions and the chronological advances of Germany in the war and our resultant actions.</p> <p>Use of film, historical reports, primary sources to study Dunkirk, the Battle of Britain and the Blitz. Newspapers, artefacts, photos.</p> <p>Army: officers: field marshal, general, lieutenant general, major general, brigadier, colonel. Lieutenant colonel, major, captain, lieutenant, second lieutenant. Other ranks: Warrant Officer Class 1; Warrant Officer Class 2; Staff Sergeant; sergeant; corporal; lance corporal; private. Children to consider the allied forces and who the war was between.</p> <p>Compare this to the rising position of women and children. Could compare different groups, including children of Germany.</p> <p>Children to study the range of vehicles used in the war - considering which they could least do without. What wouldn't have happened? Compare to types transport already studied.</p> <p>Which battle was the most devastating - could focus on 2 using different accounts. Children to consider why they might be different (depends which side they were on).</p> <p>War memorials and any evidence of disasters in Howdon/Killingworth</p>

Year 6 History Curriculum

<p>significance of WW2 on the world today.</p>	<p>there may be more than one interpretation.</p> <ul style="list-style-type: none">• I can identify the effect of war on my locality.• I can compare and contrast foods during the war to previous periods and today.• I can provide a reasoned response to the question and consider whether world war 2 was the most devastating impact on Britain so far.	<p>Diet</p> <p>Entertainment</p>	<p>area. How did this shape our landscape?</p> <p>To consider the impact of rations on everyday people and food for the soldiers - usually hot stew or picked, canned or scrapped food utilised.</p> <p>Mainly board games: checkers, chess, cards, football. Home: radio, film, music.</p>
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