

# Year 6 History Overview

History					
	Autumn		Spring	Summer	
Year 6	Battle of Britain	Life after the war		Gifts of the Greeks!	
	Term 1	Term 2		Term 1	Term 2
National Curriculum	WW2 and the impact it had upon Britain - <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history-the Battle of Britain</b>	Britain since the 1930s – using evidence to deduce information about the past - <b>A significant turning point in British history, rebuilding after World War One, welfare state, swinging sixties</b>		Ancient Greece – a study of Greek life and achievements and their influence on the western world. <b>Legacy of Greeks</b> - why historians refer to a golden age of Greece as 'Classical Greece', impact of architecture, science, literature and government	
(knowledge)	-why Britain declared War on Germany in 1939 -how the battle of Britain prevented the invasion of Britain and what was done to develop Britain's resolve during the Blitz	-the reasons for the introduction of the Welfare State, its aim and implementation 'Swinging Sixties' and its association with the lifestyle		- how Greece was ruled and the difference between the 'City-States', focussing on systems and development of beliefs(Athens, Sparta) -the evolution of democracy, recognising both advantages and disadvantages	Greek Soldiers – what evidence suggests they were good fighters? -who and what Alexander the Great achieved and if the western world would be same without him -how the Greeks influenced sport and the legacy of the <u>Modern Olympics</u> (aims now and then)
(skills)	-explain how the invasion of Poland and the ambitions of German expansion prompted Neville C. declaration -use news footage/articles to develop an understanding of actions taken to combat Hitler/Nazis	-create and complete timeline of key events since 1930 to present day which also indicates episodes in their family history -debate the relevance of the Welfare State; its original aim and the arguments for and against now -identify key aspects of fashion and pop which influenced society and changing attitudes		-identify <u>current features</u> of architecture(pillars), impact of scientific discoveries(watermill/crane), theatre(plays and masks) and democracy -list key features of different city-states and explain their preference and why  -debate the freedoms associated with democracy	-complete a journey of Alexander's conquest and identify countries on a modern map (review term Empire) -review(opening ceremony of London Olympics) and debate the impact and legacy of 2012
Discipline Focus	Battle of Britain – to identify & explain the historical significance of the battle of Britain and consequence to the people. Invasion Cause and Consequence Historical significance	Life after the war – identify similarities and difference between ways of life across 3 difference decades. 40's 50's & 60's Cultural change Revolution and change Cause and consequence		Greek Legacy – how did the ancient Greeks change the world, what impact have they had? Technological Advancement Cultural Change Historical significance	Greek Legacy – Values and beliefs of Sparta state- Greek battles and soldiers (Technological advancement/ Empire)  Review start and history of Olympic games. Cultural change
Subject Builder	Who were the two prime ministers during WW2? Who was the monarch during WW2? What is the Blitz?	The 2nd WW created the need for greater support for people in-relation to ..... Swinging Sixties was a period between 1964 - 70 that saw ..... The Swinging Sixties supported the development of .....		What is a polis? A legacy of ancient Greece were buildings- what can still be seen used today? In which city state did democracy begin?	The hoplites used a particular type of battle formation called a ..... The Spartans fought a famous battle called –Thermopylae. The Spartans had ..... The first Olympics were also a religious festival, held in honour of .....

# Year 6 History Overview

## Subject Overview - History

Key Concepts	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>	Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change		<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>	Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change						
	Technological Advancement	Invasion																			
Empire	Exploration																				
Revolution and Change	Cultural Change																				
Technological Advancement	Invasion																				
Empire	Exploration																				
Revolution and Change	Cultural Change																				
Second order Concepts	<ol style="list-style-type: none"> <li>1. cause and consequence</li> <li>2. change and continuity</li> <li>3. similarity and difference</li> <li>4. historical significance</li> </ol>		<ol style="list-style-type: none"> <li>1. cause and consequence</li> <li>2. change and continuity</li> <li>3. similarity and difference</li> <li>4. historical significance</li> </ol>																		
Progression	<table border="1"> <thead> <tr> <th></th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Chronology</td> <td>                     I can place current study on time line in relation to other studies                      I know and sequence key events of time studied I can use relevant terms and periods labels                      I can relate current studies to previous studies                      I can make comparisons between different times in history                 </td> <td>                     I can place current study on time line in relation to other studies                      I can use relevant dates and terms                      I can sequence up to ten events on a time line                 </td> </tr> <tr> <td>Knowledge</td> <td>                     I can study different aspects of life of different people – differences between men and women                      I can examine causes and results of great events and the impact on people                      I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period                      I can study an ancient civilization in detail                 </td> <td>                     I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings                      I can compare beliefs and behaviour with another period studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation                      I know key dates, characters and events of time studied I can compare and contrast ancient civilisations                 </td> </tr> <tr> <td>Interpretation</td> <td>                     I can compare accounts of events from different sources. Fact or fiction                      I can offer some reasons for different versions of events                 </td> <td>                     I can link sources and work out how conclusions were arrived at                      I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion                      I am aware that different evidence will lead to different conclusions I am confident when using the library and internet for research                 </td> </tr> <tr> <td>Enquiry</td> <td>                     I can to identify primary and secondary sources                      I can use evidence to build up a picture of life in time studied                      I can select relevant sections of information                      I am confident in using the library and e-learning for research                 </td> <td>                     I can recognise primary and secondary sources                      I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out                      I can bring knowledge gathering from several sources together in a fluent account                 </td> </tr> <tr> <td>Organisation and Communication</td> <td>                     I can fit events into a display, sorted by theme or time                      I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms                      I can work independently and in groups to discuss and record historical information, showing initiative                 </td> <td>                     I can select an aspect of study to make a display                      I can use a variety of ways to communicate knowledge and understanding including extended writing                      I can plan and carry out individual investigations                 </td> </tr> </tbody> </table>			Year 5	Year 6	Chronology	I can place current study on time line in relation to other studies I know and sequence key events of time studied I can use relevant terms and periods labels I can relate current studies to previous studies I can make comparisons between different times in history	I can place current study on time line in relation to other studies I can use relevant dates and terms I can sequence up to ten events on a time line	Knowledge	I can study different aspects of life of different people – differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period I can study an ancient civilization in detail	I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings I can compare beliefs and behaviour with another period studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation I know key dates, characters and events of time studied I can compare and contrast ancient civilisations	Interpretation	I can compare accounts of events from different sources. Fact or fiction I can offer some reasons for different versions of events	I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I am aware that different evidence will lead to different conclusions I am confident when using the library and internet for research	Enquiry	I can to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can select relevant sections of information I am confident in using the library and e-learning for research	I can recognise primary and secondary sources I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out I can bring knowledge gathering from several sources together in a fluent account	Organisation and Communication	I can fit events into a display, sorted by theme or time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms I can work independently and in groups to discuss and record historical information, showing initiative	I can select an aspect of study to make a display I can use a variety of ways to communicate knowledge and understanding including extended writing I can plan and carry out individual investigations	
		Year 5	Year 6																		
	Chronology	I can place current study on time line in relation to other studies I know and sequence key events of time studied I can use relevant terms and periods labels I can relate current studies to previous studies I can make comparisons between different times in history	I can place current study on time line in relation to other studies I can use relevant dates and terms I can sequence up to ten events on a time line																		
	Knowledge	I can study different aspects of life of different people – differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period I can study an ancient civilization in detail	I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings I can compare beliefs and behaviour with another period studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation I know key dates, characters and events of time studied I can compare and contrast ancient civilisations																		
	Interpretation	I can compare accounts of events from different sources. Fact or fiction I can offer some reasons for different versions of events	I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I am aware that different evidence will lead to different conclusions I am confident when using the library and internet for research																		
	Enquiry	I can to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can select relevant sections of information I am confident in using the library and e-learning for research	I can recognise primary and secondary sources I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out I can bring knowledge gathering from several sources together in a fluent account																		
Organisation and Communication	I can fit events into a display, sorted by theme or time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms I can work independently and in groups to discuss and record historical information, showing initiative	I can select an aspect of study to make a display I can use a variety of ways to communicate knowledge and understanding including extended writing I can plan and carry out individual investigations																			
Key Vocabulary	Blitz, evacuee, refugee, rationing, propaganda, Luftwaffe, home guard, memorial, air raid shelter, blackout, D-Day, Air Force, withdrawal	legacy, decade, century, chronology, artefacts, Era, continuity and change, timeline, period, innovation, cultural change	State, democracy, empire, monarchy, citizens, slaves. Hoplite, Thermopylae, conqueror, invasion, myth and temple. Stadium, marathon																		