



Y6 History overview 2019-20 Key event from Britain's past: First and Second World Wars; Ancient Civilizations; Britain's significant influence on world history: Steam train and railways invention

Geography Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding Historical Enquiry Knowledge and Interpretation		
Chronological Understanding	<ul style="list-style-type: none"> fit periods on a timeline place a specific event on a timeline by decade ask questions about historical events research facts about differences/similarities between different periods of history place features of historical events and people from past societies place periods in chronological order to be able to ask and answer questions use the web and books /different resources to gather information about historical events ask questions about change, cause, similarity and difference appreciate that some ancient civilization showed greater advancements than people who lived centuries after them summarise the main events from a specific period in history explain the order of key events 	Planned Independent research opportunities Open questioning opportunities and children creating own historical enquiries Developing culture of asking questions to develop understanding	<ul style="list-style-type: none"> Pupils should develop knowledge about the world They should understand basic subject-specific vocabulary relating to history and chronology 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research opportunities Modelled strategies relating to research 	TERM1: Key event from Britain's past: First and Second World Wars	Most children will be able to... (working at) Some children will not yet be able to...(working towards) Some children are confidently able to... (exceeding)		
Historical enquiry	<ul style="list-style-type: none"> comparison of different versions and say how the author may be attempting to persuade or give a specific viewpoint identify and explain their understanding of propaganda describe a key event from Britain's past using a range of evidence from different sources explain why there may be different interpretations of events imagining why something happened creating hypothesis investigating reasons –drawing conclusions (wars) 	<ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria 	<ul style="list-style-type: none"> Understand value of map use/ find historical places/route of explorers 	<ul style="list-style-type: none"> Field studies off-site Visits to centres of historical interest 	TERM2: Describing features of historical events and people from past societies and periods they have studied: Ancient Civilizations			
Knowledge and Interpretation	<ul style="list-style-type: none"> understanding of British, local and world history understand connections, contrast and trends over time understand how our knowledge of past is constructed from a range of sources understand that different versions of past events may exist explain why certain objects were different in the past explain how Britain had a major influence on world history summarise what Britain may have learnt from other countries 	<ul style="list-style-type: none"> Seeking information from a wide source base 	<ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality 	<ul style="list-style-type: none"> Planned opportunities for use of and access to varied resources 	TERM3: Britain's major influence on significant event in world history: the steam engine and railways			
Historical Knowledge	<ul style="list-style-type: none"> suggest relationships between causes in history trace the main events that define Britain's journey from a mono to a multi-cultural society 	<ul style="list-style-type: none"> Modelled analysis of historical maps Planned opportunities to investigate different types of resources 	<ul style="list-style-type: none"> Understand how History reflects a community/ culture 					
Maths links	<ul style="list-style-type: none"> comparing the sizes of the countries before/after the wars (km2) making timeline comparing distances on the map (explorers) comparing lives in different countries before/after the war (population before/after the war, money, lifestyle) 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 geography curriculum Resolve conflicts and differing opinions should these arise Reflection on choices Investigating and offering views on ethical issues in topics studied Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds Study of History, investigating with a team, knowledge of wider world, interview with older people, archaeologists, museum and exhibition trips 	<ul style="list-style-type: none"> Plan for trips to museums and opportunities to investigate with a partner/group Plan for real experiences in centres of historical interest 						