



Y6 History overview 2022-23

History Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive 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"> Can fit periods on a timeline Can place a specific event on a timeline by decade Can ask questions about historical events Can research facts about differences/similarities between different periods of history Can place features of historical events and people from past societies Can place periods in chronological order Can ask and answer questions Can use the worldwide web and books /different resources to gather information about historical events Can ask questions about change, cause, similarity and difference Can appreciate that some ancient civilization showed greater advancements than people who lived centuries after them Can summarise the main events from a specific period in history Can explain the order of key events 	<ul style="list-style-type: none"> Planned Independent research opportunities Open questioning opportunities and opportunities for children to create own historical enquiries Developing a culture of asking perceptive questions to develop understanding 	<ul style="list-style-type: none"> Pupils develop knowledge about the wider world, beyond their immediate life time and area 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 Field studies off-site 	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"> Can make a comparison of different versions and say how the author may be attempting to persuade or give a specific viewpoint Can identify and explain their understanding of propaganda Can describe a key event from Britain's past using a range of evidence from different sources Can explain why there may be different interpretations of events Can imagine why something happened drawing from previous knowledge Can create hypothesis Can investigate reasons –drawing conclusions (world or local wars) 	<ul style="list-style-type: none"> Opportunities to research and analyse case studies Modelling by teacher Reviewing of investigations against criteria 	<ul style="list-style-type: none"> Understand value of map use/ find historical places/routes of explorers on a variety of maps 	<ul style="list-style-type: none"> Visits to centres of historical interest Planned opportunities for use of and access to varied resources 	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"> Can understand British, local and world history Can understand connections, contrast and trends over time Can understand how our knowledge of past is constructed from a range of sources Can understand that different versions of past events may exist Can explain why certain objects were different in the past Can explain how Britain had a major influence on world history Can 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 					
Historical Knowledge	<ul style="list-style-type: none"> Can suggest relationships between causes of events in history Can 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 through customs, food, skills, values and the arts 					
Maths links	<ul style="list-style-type: none"> Can compare the sizes of the countries before/after the wars (km²) Can create a timeline Can compare distances on the map (routes travelled by explorers) Can compare lives in different countries before/after the war (population before/after the war, money, lifestyle) 	<ul style="list-style-type: none"> Observational and recording opportunities to be part of lessons where applicable 			TERM3: Britain's major influence on significant event in world history: the steam engine and railways			
SMSC	<ul style="list-style-type: none"> Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 history curriculum Can resolve conflicts and differing opinions should these arise Can reflect on choices made and justify these Can investigate and offer views on ethical issues in topics studied Can shows a willingness to explore and understand cultures from various historical eras Can investigate with a team, seeking knowledge of the wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and undertaking 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 						