

## Year 6 Scheme of Work – History

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
			<p><b>Next learning: Y6 – Chronological Understanding</b>            Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.            Understanding the term “century” and how dating by centuries works.            Putting dates in the correct century. Using the terms AD and BC in their work.            Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians            Developing a chronologically secure understanding of British, local and world history across the periods studied.            Placing the time, period of history and context on a timeline.            Relating current study on timeline to other periods of history studied.            Comparing and making connections between different contexts in the past.            Sequencing 10 events on a timeline.</p>	<p><b>Next learning: Y6 – Substantive Concepts</b>            To understand how the monarchy exercised absolute power.            To understand the process of democracy and parliament in Britain.            To understand that different empires have different reasons for their expansion.            To understand that there are changes in the nature of society.            To know that there are different reasons for the decline of different empires.            To understand that people in the past were as inventive and sophisticated in thinking as people today.            To know that new and sophisticated technologies were advanced which allowed cities to develop.            To understand the impact of war on local communities.            To know some of the impacts of war on daily lives.            To understand there are increasingly complex reasons for migrants coming to Britain.            To understand that migrants come from different parts of the world.            To know about the diverse experiences of the different groups coming to Britain over time.            To understand the changes and reasons for the organisation of society in Britain.            To understand how society is organised in different cultures, times and groups.            To be able to compare development and role of education in societies.            To be able to compare education in different cultures, times and groups.            To understand the changing role of women and men in Britain.            To understand that there are differences between early and later civilisations.            To know that trade routes from Britain expanded across the world.            To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).            To understand that the expansion of trade routes increased the variety of goods available.            To understand that the methods of trading developed from in person to boats, trains and planes.            To understand the development of global trade.            To be aware of the different beliefs that different cultures, times and groups hold.            To understand the changing nature of religion in Britain and its impact.            To be aware of how different societies practise and demonstrate their beliefs.            To be able to identify the impact of beliefs on society.</p>			
			<p><b>Next learning: Y6 – Disciplinary Concepts</b>            Making links between events and changes within and across different time periods / societies.            Identifying the reasons for changes and continuity.            Describing the links between main events, similarities and changes within and across different periods/studied.            Describing the links between different societies.            Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.            Analysing and presenting the reasons for changes and continuity.            To know that change can be brought about by conflict.            To know that change can be traced using the census.            Giving reasons for historical events, the results of historical events, situations and changes.            Starting to analyse and explain the reasons for, and results of historical events, situations and change.            To know that members of society standing up for their rights can be the cause of change.            Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.            Making links with different time periods studied.</p>	<p><b>Next learning: Y6 – Historical Enquiry</b>            Planning a historical enquiry.            Suggesting the evidence needed to carry out the enquiry.            Identifying methods to use to carry out the research.            Asking historical questions of increasing difficulty e.g. who governed, how and with what results?            Creating a hypothesis to base an enquiry on.            Asking questions about the interpretations, viewpoints and perspectives held by others.            Using different sources to make and substantiate historical claims.            Developing an awareness of the variety of historical evidence in different periods of time.            Distinguishing between fact and opinion.            Recognising ‘gaps’ in evidence.            Identifying how sources with different perspectives can be used in a historical enquiry.            Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.            Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>			

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<p>Describing change throughout time          Identifying significant people and events across different time periods.          Comparing significant people and events across different time periods.          Explain the significance of events, people and developments.          To know how historians select criteria for significance and that this changes.          Recognising primary and secondary sources.          Using a range of sources to find out about a particular aspect of the past.          Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.          Describing how secondary sources are influenced by the beliefs, cultures and time of the author          To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.          To understand the types of information that can be extracted from the census.          To understand that inventories are useful sources of evidence to find out about people from the past.          To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.          To understand how to compare different census extracts by analysing the entries in individual columns.          To know that the most reliable sources are primary sources which were created for official purposes.          Comparing accounts of events from different sources.          Suggesting explanations for different versions of events.          Evaluating the usefulness of historical sources.          Identifying how conclusions have been arrived at by linking sources.          Developing strategies for checking the accuracy of evidence.          Addressing and devising historically valid questions.          Understanding that different evidence creates different conclusions.          Evaluating the interpretations made by historians.          To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source.          To understand that there are different interpretations of historical figures and events.</p>		<p>Interpreting evidence in different ways using evidence to substantiate statements.          Making increasingly complex interpretations using more than one source of evidence.          Challenging existing interpretations of the past using interpretations of evidence.          Making connections, drawing contrasts and analysing within a period and across time.          Beginning to interpret simple statistical sources.          Reaching conclusions which are increasingly complex and substantiated by a range of sources.          Evaluating conclusions and identifying ways to improve conclusions          Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.          Showing written and oral evidence of continuity and change as well as indicting simple causation.          Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.          Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.          Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p>				
<p><b>6.1</b>  <b>What can the census tell us about local areas?</b></p>	<p>5</p>	<ul style="list-style-type: none"> <li>To explore the purpose and creation of a census.</li> <li>To create questions about Victorian children using a range of sources.</li> <li>To explore the jobs available in the past using the census.</li> <li>To make inferences about women’s lives in the 1900s using the census.</li> <li>To investigate how the census changed by following the life of Evelyn Dove.</li> <li>To conduct an enquiry about my local area using the census.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the type of information the census gives about people.</li> <li>Use the census to make inferences about people from the past.</li> <li>Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.</li> <li>Identify and describe the changes between periods of time using the census.</li> <li>Use other primary and secondary sources to verify the data in a census.</li> <li>Use a range of sources, including the census, to build an understanding of a period.</li> <li>Describe the changes in the 1921 census.</li> <li>Plan a local history enquiry using the census.</li> </ul>	<p>Discussions           Picture stimulus</p>	<p>Continuous throughout           Observations           Comparisons</p>	<ul style="list-style-type: none"> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;</li> </ul>

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						<p>between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• A local history study.</li> </ul>	
<p><b>6.2</b> Early Civilisation: Ancient Greece</p>	6	<p>– Explore some of the key events during the ancient Greek period.</p> <p>- Examine how Alexander the Great's Empire grew and the effects of this.</p> <p>– Research aspects of daily life and society in ancient Greece.</p> <p>– Explore the Olympics in ancient Greek times through examining primary sources.</p> <p>– Explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.</p> <p><b>TALK TO ISRAAT ABOUT THIS TOPIC!!!</b></p>	<p>- Order a number of significant events from ancient Greek times on a timeline.</p> <p>- Identify some of the impacts of Alexander the Great's Empire.</p> <p>- Research and describe some key features of the everyday lives of people living in ancient Greece.</p> <p>- Answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.</p> <p>- Use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources.</p>	<p>Discussions</p> <p>Picture stimulus</p> <p>Timeline</p>	<p>Continuous throughout</p> <p>Observations</p>	<p><b>A study of Greek life and achievements and their influence on the western world</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>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.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	<p>British values</p> <p>P.E – Olympics</p>
<p><b>6.3</b> Early Islamic Civilisation: Ottoman Empire</p>	6	<p>– review the early history of Islam including the 4 Caliphs, Baghdad and Al-Andalus. Understand the history of Constantinople.</p> <p>– explore the childhood of Mehmed II and his relationship with his father's court.</p> <p>– explore the events that lead to the Conquest of Constantinople. Identify the technological advance in weaponry.</p> <p>– explore the events that lead to the Conquest of Constantinople. Assess the effectiveness of various war strategies.</p> <p>– explore the events that lead to the Conquest of Constantinople.</p> <p>– identify changes in Constantinople after</p>	<p>- Place the caliphs and Muslim empires on a timeline.</p> <p>- Understand the history of Constantinople.</p> <p>- Describe the cultural and economic significance of Constantinople.</p> <p>- Understand the events that lead to the Conquest of Constantinople.</p> <p>- Discuss how technology changed warfare during the conquest.</p> <p>- Assess the positive and negative aspects of various war strategies.</p> <p>- Identify changes in Constantinople after the conquest.</p> <p>- Describe the ethnic tolerance and interfaith harmony present after the conquest.</p>	<p>Discussions</p> <p>Picture stimulus</p>	<p>Continuous throughout</p> <p>Observations</p>	<p><b>A non-European society that provides contrasts with British history</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and</p>	<p>Geography – location</p> <p>Islamic Studies/R.E. – caliphate</p>

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		the conquest.	- Write about a character from history.			that different versions of past events may exist, giving some reasons for this.  Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	
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**Next learning: KS3**

- Extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.
- Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- Use historical terms and concepts in increasingly sophisticated ways.
- Pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
- Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.