

Subject: History Year 6

What are the aims and intentions:

That all the children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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 History - key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Links to previous Learning:

Year 3 – history of the railway and the significance of the Darlington to Stockton railway

Year 4 –

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Ever Changing Auckland	<p>A local history study - aspects of the local area and their importance.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - importance of the first bridge, the cenotaph, the statue and the history of the Manor House. Learn about the history of Auckland Castle, how it was used and who lived there?</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Looking at the history of the World Cup through the internet and visiting the football ground to read information and gain knowledge about the players and what happened at that time.</p>	<p>Ask questions to be investigated</p> <p>Use (primary sources to form deductions and hypothesise, dates and times when describing events)</p> <p>Infer Interpret Deduce Select (relevant source material) Reason</p> <p>Recall e.g. key events/people, cause/effect</p> <p>Explain the importance of West Auckland winning the first world cup</p>	<p>When did West Auckland win the First World Cup?</p> <p>When was Auckland Castle built?</p> <p>How did West Auckland get the opportunity to take part in the First World Cup.</p> <p>Where did the football competition take place?</p> <p>Can you name some historical jobs?</p> <p>Why is Auckland Castle significant to our area?</p> <p>What was it used for and why?</p>

		<p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Order significant events, movements and dates on a timeline. Order important dates and event linked to our locality. Identify and compare changes within and across different periods.</p> <p>To know importance of Auckland Castle to our locality.</p>		
	Key Vocabulary	Dates, time period, era, chronology, change, continuity, century, decade, legacy, deduce, infer, justify, hypothesise, bias, trade, steam, mining, First World Cup, Manor House.		
		Cultural Capital: valuing what our locality has to offer in terms of its history. Visitor or visit from the education team at Auckland Castle.		
Spring	Groovy Greeks	Ancient Greece - a study of Greek life and achievements and their influence on the western world	Identify Compare/contrast Notice e.g. differences Use primary & secondary sources Sequence	When did the Ancient Greek people live? What is a democracy? Tell me something about the Ancient Greek Olympics.

	<p>The legacy of <i>Greek</i> or <i>Roman</i> culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Greece and Prehistoric Britain.</p> <p>Know key dates, facts, features and people from Ancient Greece. (Golden Age 480BC) Know where the Ancient Greeks are placed on a timeline. Know some of the ways the Ancient Greeks have influenced the modern world. Know how archaeology has helped us learn about the Ancient Greeks.</p>	<p>Infer Interpret Deduce Justify Hypothesise Collect evidence</p>	<p>Can you compare this to today? How they the same, or different? What do you know about the Battle of Marathon? Who are 5 of the Greek Gods or Goddesses?</p>
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Spring	Key Vocabulary	dates, time period, era, reliability, chronology, continuity, century, decade, change, century and millennia, BC/ AD, Europe, Mediterranean, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite, settlement, civilisation, ruler, leader, Olympics		
		Cultural Capital: Greek day in class, Greek visitor, Palace Green Education Centre (Durham university). Ancient Greece resources and books box from Durham Learning Resources.		
Summer	The Victorious Vikings	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion □ resistance by Alfred the Great and Athelstan, first king of England □ further Viking invasions and Danegeld</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Greece and Prehistoric Britain.</p>	<p>Use (e.g. primary sources and interpretations)</p> <p>Infer</p> <p>Interpret</p> <p>Deduce</p> <p>Justify</p> <p>Hypothesise</p> <p>Similarities/differences Design</p> <p>Ask simple and complex questions and find out the answers to questions Reason</p>	<p>Why were the Vikings important?</p> <p>From which area in the world did the Vikings come from?</p> <p>What were the Vikings homes like?</p> <p>What was daily life like for the Vikings?</p> <p>How did the Vikings travel?</p> <p>When was the Vikings first attack on Britain?</p> <p>What did Viking warriors use in Battle?</p> <p>Can you describe a battle?</p>

	Key Vocabulary	dates, time period, era, chronology, continuity, century, decade, BC/AD, change, interpretation, Viking, representation, raider, invasion, longship,		
		Cultural Capital: Visit to The Jorvik Centre in York or a visit from a Viking. Viking resources and books box from Durham Learning Resources.		