LONGTON LANE PRIMARY SCHOOL **HISTORY YEAR 6**

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| National Curriculum Subject Content  * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 **10** * a non-European society that provides contrasts with British History – Mayan civilization Ad 900 **13** | |
| **Mayan Civilization AD 900** | **The World Wars and VE Day** |
| |  | | --- | | * Deconstruct a timeline to pinpoint specific information about people/events/developments. | | * Put features of historical events / people from past societies / periods in a chronological framework. | | * Know some ancient civilizations showed greater advancements than people who lived centuries after them. | | | * Summarise main events from a period in history accurately. | | | * Recognise that Britain has learnt from other countries/civilizations throughout history. | | | * Describe features of historical events people from past societies/periods they have studied. | | | * Make comparisons between ancient historical periods and those studied in KS2; explaining what has changed and what has stayed the same. | | | * Suggest relationships between causes in history. | | | * Recall and use specific historical vocabulary accurately (year group key vocabulary) | | | * Investigate two versions of the same event and describe how the author may be attempting to persuade/give a specific viewpoint. | | | * Identify and explain their understanding of propaganda and its impact throughout history. | | | * Use a range of primary and secondary sources to justify their opinion. | | |  | | |  | | |  | | |  | | |  | | | |  | | --- | | * Deconstruct a timeline to pinpoint specific information about people/events/developments. | | * Put features of historical events / people from past societies / periods in a chronological framework. | | * Summarise main events from a period in history accurately. | | | * Summarise how Britain has had a major influence on world history. | | | * Recognise that Britain has learnt from other countries/civilizations throughout history. | | | * Describe features of historical events people from past societies/periods they have studied. | | | * Suggest relationships between causes in history. | | | * Appreciate Britain once had an Empire & how that has helped /hindered our relationship with countries today. | | | * Trace events that define Britain’s journey from a mono to a multi-cultural society. | | | * Understand the wide-reaching impact of WW1 and WW2 in the UK and across the world. | | | * Recall and use specific historical vocabulary accurately (year group key vocabulary) | | | * Investigate two versions of the same event and describe how the author may be attempting to persuade/give a specific viewpoint. | | | * Identify and explain their understanding of propaganda and its impact throughout history. | | | * In writing, describe in detail and accurately, a key event from Britain’s past using a range of evidence. | | | * Use a range of primary and secondary sources to justify their opinion. | | |  | | |  | | |

**CHRONOLOGICAL UNDERSTANDING KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY**