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**
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| **Mayan Civilization AD 900** | **The World Wars and VE Day** |
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| * Deconstruct a timeline to pinpoint specific information about people/events/developments.
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| * Put features of historical events / people from past societies / periods in a chronological framework.
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| * Know some ancient civilizations showed greater advancements than people who lived centuries after them.
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| * Summarise main events from a period in history accurately.
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| * Recognise that Britain has learnt from other countries/civilizations throughout history.
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| * Describe features of historical events people from past societies/periods they have studied.
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| * Make comparisons between ancient historical periods and those studied in KS2; explaining what has changed and what has stayed the same.
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| * Suggest relationships between causes in history.
 |
| * Recall and use specific historical vocabulary accurately (year group key vocabulary)
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| * 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.
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| * Use a range of primary and secondary sources to justify their opinion.
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| * Deconstruct a timeline to pinpoint specific information about people/events/developments.
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| * 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.
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| * Suggest relationships between causes in history.
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| * Appreciate Britain once had an Empire & how that has helped /hindered our relationship with countries today.
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| * Trace events that define Britain’s journey from a mono to a multi-cultural society.
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| * Understand the wide-reaching impact of WW1 and WW2 in the UK and across the world.
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| * 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.
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| * 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.
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**CHRONOLOGICAL UNDERSTANDING KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY**