

History – Year 6 - Long Term Plan

	National Curriculum Coverage	Assessment
Autumn	<p style="text-align: center;"><u>What was the fighting for? [WW1/2]</u></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history Construct informed responses that involve thoughtful selection of relevant historical information 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is Pupils can compare a range of historical periods, identifying differences between them Pupils can identify trends over time, identifying how ideas have been continued/ developed <p>Vocabulary</p> <ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation <p>Questioning</p> <ul style="list-style-type: none"> Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda Pupils can purposefully select information when forming responses to questions Pupils can organise information purposefully when responding to or asking questions <p>Knowledge</p> <ul style="list-style-type: none"> Pupils have a wide ranging knowledge about historical events, from local history to world history Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
Spring	<p style="text-align: center;"><u>Where did it all begin? [Mayans]</u></p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Note connections, contrasts and trends over time. Understand how our knowledge of the past is constructed from a range of sources. 	
Summer	<p style="text-align: center;"><u>What influences have invaders had on the British law and justice system?</u></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history Construct informed responses that involve thoughtful selection of relevant historical information 	