

Year 6 History Curriculum Overview

Term	Autumn	Spring	Summer
Year Group Theme	AZIMUTH	SPECIES	COMMOTION
Subject Focus	World War 2		Protest and injustice, Kett's Rebellion Refugees and Migration
Essential Questions/ Key concepts	Why was the Battle of Britain important in WW2? -propaganda,		What would you protest for/against? What would make you rebel? Are rebellions ever justified? What if your parents sent you away? What if you had to move to a different country? Empire-Migration-Conflict
National curriculum knowledge and skills	-a significant turning point in British history, for example, the first railways or the Battle of Britain -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 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'		-significant historical events, people and places in their own locality. -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -changes in an aspect of social history
Spark, Trips, Visitors, events	-Gressenhall-Evacuees		-Ancient House-Migration
Diversity/PSHE links	BAME/colonial experience in WW2		-Al hijrah, muslims

Hope
Kindness
Forgiveness
Aspiration
Love
Courage
Trust
Respect
Friendship

Maestro/Cross- curricular links	Britain At War/A Child's War		
Key vocabulary	Alliance, appeasement, colony, conscription, imperialist, stalemate, Blitz, Blitzkrieg, radar, air-raid, dogfight, escort		enclosure, protest, gentry, Lord Protector, commotion, rebellion, migration, migrant, immigrant, asylum
Skills progression	<ul style="list-style-type: none"> ● 6a When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale) ● 6b I can use a timeline to sequence local, national and international events as well as historical periods ● 6c I can use historical periods as reference points. ● 6d I can describe and make some links between events, situations and changes within and between different periods and societies ● 6e I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world ● 6f I can explain my suggestions when giving reasons for and results of historical events, situations and changes ● 6g I can explain which causes and consequences are the most significant ● 6h I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness ● 6i I can explain my evaluation of particular pieces of information and particular sources ● 6j I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms. 		
Prior knowledge check	Chronology of the 20 th century Location of countries in Europe		Dates, Edward VI, Tudors, Reformation
Assessment	<p>What was the significance of the Battle of Britain to WW2? Why did people have to leave Germany and central Europe in the late 1930s, etc?</p> <p>Why did the Nazis kill Jews?</p> <p>What effect did WW2 have on Britain's empire?</p>		
	<p>By the age of 11:</p> <ul style="list-style-type: none"> · How do these events fit together? What order should they go in? How are they linked? · What are the key things that happened during _____? What are the key achievements of _____? Who are the most important people during _____? · How did science/technology/culture/art change during _____? · What are some of the similarities and differences between 		

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	<p>_____ and _____?</p> <ul style="list-style-type: none"> · Why do you think _____ happened? What happened because of _____? · How are _____ and _____ linked together? Do you think _____ would have happened if _____? · What do you notice about these _____ (images/artefacts/films/recordings/texts) of _____? · Tell me about _____. · What was interesting/special about _____? · How is _____ different from _____? · Why did the _____ _____? · What were the causes of _____? · How were _____ and _____ similar? · What would a _____ think about _____? · What different things do these two sources tell you about _____? · Why don't people agree about _____? · Is _____ a hero? · Use this _____ to tell me about _____? · What questions about _____ CAN'T you answer with this source? · Show me all you know about _____ by using a _____.
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