



























Year 6 History Curriculum Overview



Historical skills used in Upper Key stage 2

	<i>Explain what has been found out</i>		<i>Ask and answer questions</i>
	<i>Carry out Historical enquiry</i>		<i>Sequence events chronologically</i>
	<i>Group, sort, compare and contrast sources</i>		<i>The facts I need to know (Substantive knowledge)</i>
	<i>Recognise and use primary and secondary sources (Primary photos, picture, diaries. Secondary websites, textbooks)</i>		<i>Upper Key stage 2 History skills</i>

Autumn Term	Spring Term	Summer Term
Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.		
<p>Ancient Greece a study of Greek life and their influence on the western world 700-480BC</p>	<p>Study of an aspect or theme of British history Battle of Britain 10th July -31st Oct 1940</p>	<p>Study of an aspect or theme of British history Black and British covering 2,000 years</p>
<p>Previous learning: Ancient Egyptians (year 3) Ancient Mayans (year 5) (First order concept Monarchy and civilisation)</p> <p>Historical skills used: All Historical skills used</p>	<p>Previous learning: Make reference to previous invasions of Britain Romans (year 3 & 4) Vikings (year 5)</p> <p>Historical skills used: All Historical skills used</p>	<p>Previous learning: Mary Seacole (year 1) Josiah Wedgwood and his involvement in abolishing the slave trade in Britain (year 2)</p> <p>History skills used: All historical skills used</p>
<p>Topic key questions</p> <p>Immersion lesson -  Who were they? Where is Greece? When was this era? Look at artefacts, collect facts, study maps.</p> <p>What consequences did the geographical features of Greece cause?  Activity - study physical features of Greece's landscapes. Consider the impact these had on Greece e.g separate states - due to mountains, islands</p> <p>What was every day Greek life like?  Activity - Market place role play. Quickest finger first - in groups list as many people as possible that met in the market place</p> <p>Why was Athens able to stay so strong?  Activity - PPT how Athens went from a second-rate city to one of the most powerful. Pupils to record in a spider diagram. Sen can draw a picture of the reasons instead. Consider if think Athens had enemies.</p>	<p>Topic key questions</p> <p>Immersion lesson -  explain what a world war is, which countries were involved - identify on map, this is the second WW - how long after the last one? What was the consequence of this war? Germany billed, discontent (links with year 5 learning)</p> <p>Why did Britain have to go to war?  Activity - investigate the sequence of events leading to the second World War. Role House of Commons debate for/against going to war.</p> <p>Why was it necessary for children to be evacuated?  Activity - Children are encouraged to ask questions about the evacuation. Show the chn a photo - what can they see? What do they think is happening? What questions have they got about the photos?</p>	<p>Topic key questions</p> <p>Immersion lesson - See separate plan </p> <p>How shall we tell the story of the first black Britons in history? Activity - Investigate the clues and findings of the first Black people in Romans times - how do we know? What evidence? Chn generate questions and discussion.  lesson.</p> <p>What part did Black people start to play once they started to settle 500 year ago?  Activity - chn to understand that between Roman times and up to 500 years ago, there weren't black people in Britain. Consider why Black people started to settle and what roles/positions they held - use the clues. Consider context and don't jump to conclusions. Use some of clues to annotate in books.</p>

<p>Can I find evidence of a Greek legend? </p> <p>Activity Children examine evidence that proves or disproves the legend of Theseus and the Minotaur, draw conclusions</p> <p>Why is ancient Athens so important that we still study it today? </p> <p>Activity - Show video clip explaining the plans to rebuild it. Lesson focus' on Greek democracy. The chn will have role play cards and debate whether to rebuild it. What do we think about Greek democracy, do we use elements of this in Britain today? Also, created Olympics and theatres (and the yo-yo)</p> <p>(extra lesson) Can I carry out an in-depth study into the Battle of Marathon? </p> <p>Activity - role play as Greek soldiers. PPT to show how that Athenians won the battle. Children to use priority cards to map out the reasons.</p>	<p>How did Britain manage to stay strong during the war? </p> <p>Activity - Chn annotate a cartoon which shows various reasons Britain stood firm. Each table then researches one aspect and feeds back to the class</p> <p>How did Britain manage to carry on with everyday life and what evidence do we have? </p> <p>Activity - look at the major role women played in taking over traditional male roles to keep the country running. Examine propaganda, photos, newspapers etc</p> <p>Extra lesson - Why is the contribution of Black people fighting in WW2 only now just been properly recognised? </p> <p>Activity - research the roles of black soldiers during the war. How were they treated? Why do we think that we now recognise their contribution?</p>	<p>How did the slave trade impact Black people and what was Britain's role? </p> <p>Activity - Britain's role in the trade. How slaves were treated. Chn split into groups and complete a case study of different peoples experience and feedback to the class. Use the clues, draw conclusions. Record and create QR code.</p> <p>How did the arrival of Empire Windrush change the way Black people were treated in Britain? </p> <p>Activity - Explain what the Windrush was. Role plan showing the experiences that the immigrants experienced. Discuss put on a spectrum/scale of 1-10 of the best/worst experiences.</p> <p>How has life changed in Britain for black people over the last 60 years? </p> <p>Activity - Children take event cards and move around the room putting them selves into chronological order and telling the rest of the class what event their card is. Extension - can you think of any arguments as to why life hasn't improved that much today?</p>
<p>Comparisons to then and now</p> <p>Democracy Voting on government builds and spending Voting out corrupt politicians today parties at number 10 in lockdown</p>	<p>Comparison to then and now</p> <p>Rationing - During the Covid pandemic 2020 some food and cleaning items were rationed or unavailable. Invasion - Russian invasion of the Ukraine.</p>	<p>Comparison to then and now</p> <p>BLM - taking the knee at sport events, marches, Inequality continues today Asian factory workers on extremely low pay and poor working conditions</p>
<p>School artefacts</p> <p>Grecian dress, bracelets and head dress Greek helmet God of blacksmiths Minerva plaque Apollo plaque Trojan plaque Greek farmer Hippocrates plaque.</p>	<p>School artefacts</p> <p>Churchill pack Ration books War at sea pack Morse code kit American pack Gas masks Children's war pack Union jack flag Replica newspapers Anti-gas shields Victoria cross British coins ID Cards Concentration ID tags</p>	<p>School artefacts</p> <p>To be purchased</p>

Ofsted latest guidance of learning

TOPIC: Substantive Knowledge or first order concepts (The substance of the topic, facts and context. The aspects of the topic you will teach) For example: people, events, ideas

Topic knowledge

Pupils need a rich knowledge of the period, place, society,
(Who, where, when, what)

Chronological knowledge

Pupils need a secure overview of major developments and periods to contextualise their new learning. Children can see where events or features of a period 'fit in'.

In KS2 learn secure narrative across and within periods. (Use of timelines to discuss and compare)

Knowledge of substantive concepts

For example:

Monarchy, civilisation,
parliament, democracy, tax,

TOPIC: Disciplinary knowledge or second order concepts (How historians learn about the past and form their arguments)

Cause and consequence

How historians construct arguments about causes and consequences of events

Change and continuity

How historians construct arguments about the nature, pace and extent of change in the past

Historical significance

How historians attribute significance to past events, people, deeming them worthy of study and attention

Similarity and difference

How historians construct arguments about the similarity and differences between places, people and groups in the past

Sources and evidence

How historians use evidence to answer questions about the past

Interpretations

How historians construct the accounts of the past, including how and why these can differ

Key vocabulary for children

Theatre	Story telling art form based on acting on stages. Ancient Greek plays were Comedies or Tragedies.
Masks	Face masks worn by Greek actors to portray emotions and represent characters.
Hydria	Greek water pot.
Hoplite	Heavily armoured Greek warrior.
Phalanx	Close fighting formation used by hoplites, where shields were used to protect each other.
Parthenon	Greek temple dedicated to the goddess Athena, the matron goddess of Athens.
Zeus	King of the Greek gods. Was responsible for the sky, lightning, thunder and justice.
Hera	Queen of the Greek gods. Was responsible for women, marriage and childbirth.
Democracy	Form of government where people vote to make decisions, or choose leaders.
Trojan Horse	Hollow, wooden horse used by the Greeks to trick the Trojans into opening the gates of Troy.
Olympics	World-wide sporting event that takes place every four years. Originally honoured Zeus.
Minotaur	Half-man, half-bull monster, fought by Theseus.

Key vocabulary for children

Appeasement	The hope of avoiding war. Initially nothing was don't to stop Germany by the UK and France to prevent a war.
Invasion	When a country uses force to take over another country
Nazi	Member of the fascist German political party
Allies	Countries which fought on the British side (USA, Russia, France)
Axis	Countries which fought on the German side (Japan, Italy, Russia 1939-1941)
Evacuees	Someone moved from an area of danger to a safer place (normally from cities to countryside)
Rationing	The controlled distribution of scarce substances (clothes and food e.g sugar)
Blitz	Series of aerial bombing raids by the German air force over British main cities (for example London)
Luftwaffe	The German air force
Air raid shelter	A building to protect people from dropping bombs during raids
Victory	Success or triumph in a struggle

Key vocabulary for children

Caribbean	Collection of islands off the coast of central and south America
Slavery	People own other people. These owned people are called slaves and have to do everything they are told.
Trade	Buying and selling of goods and services.
Plantation	Large farms or estates which grow crops, cotton, rubber to sell.
HMT Empire Windrush	Boat that sailed from Australia to England via the Caribbean, collecting passengers along the way - mostly men.
Commonwealth Empire	54 countries around the world who see the queen as their leader and work in equal partnership.
Equality	Each person or group of people are given the same opportunity.
Freedom	To live happily and freely, allowed to say and do what you want to.
Prejudice	An opinion already formed without any reason or experience.
Racism	Unfair treatment of people of a particular race by individuals or society to benefit them.
Civil rights	To give equal right to a person regardless of colour, age, gender, religion, by governments ad those in charge.

Keys dates and events

776 BC	First Olympic games
600 BC	First coins introduced
505 BC	Athens introduces democracy
490 BC	Battle of Marathon (Athens vs Persia)
431-404 BC	Peloponnesian wars between two sides lead by Athens and Sparta
386 BC	Plato founds the academy
323 BC	Alexander the Great dies after defeating the Persians
146 BC	Roman rule of Greece begins with the sacking of Corinth

Keys dates and events

1 st Sept 1939	Under the leadership of Adolf Hitler, Nazi Germany invade Poland.
3 rd Sept 1939	Britain and France declare war on Germany - start of WW2. Neville Chamberlain (British Prime Minister 1937-40) has tried to previously appease Germany.
January 1940	Rationing introduced to Britain
May to June 1940	Dunkirk is evacuated and France surrenders. Germany use a quick invasion to take over Western Europe. (known a Blitzkrieg)
July 1940	Germany launch air strikes over Britain (start of the Battle of Britain and the Blitz) Winston Churchill is the British Prime Minister Germany, Italy and Japan sign a pact, forming the axis.
7 th Dec 1941	Japanese bomb Pearl Harbour in America. Their President Franklin D Roosevelt enters the war fighting with the allies.
6 th June 1944	D-Day and Normandy invasions. The Allies invade France and push Germany back.
30 th April 1945	Hitler commits suicide
7 th May 1945	Germany surrenders & victory in Europe is declared the next day
Aug 1945	America drop bombs on Japan killing over 226,000 people
2 nd Sept 1945	Japan surrender, ending WW2

Keys dates and events

193 AD	Septimus Severus becomes first black Roman Emperor, living in York for 3 years
1507	John Blanke, black trumpeter in King Henry 8 th court mentioned in records. Only evidence of a black man in Tudor times
1562	John Hawkins sails to Africa, he kidnaps 300 black people and enforces them to work for him, becoming slaves.
1774	Ignatius Sancho First black person to vote in Britain
1807	Buying and selling of slaves ends but slaves are still not free
1834	Enslaved people are freed
1835	John Kent becomes the first black police officer
1939-1945	10,000 soldiers from the Caribbean volunteer to fight for Britain in WW2
1948	The Empire Windrush docks with 500 Caribbean passengers on board.
1987	First black MP's - Bernie Grant, Dianne Abbott and Paul Boateng
2020	Protests following the death of George Floyd and Black Lives Matter movement starts



Cross curriculum links

Geography (locations/landscapes)
Music & PE (dance and music WW2)
Literacy (spoken word, writing)
Maths (concept of time)
IT Bletchley Park WW2