

Whitefield Primary School - Long Term Curriculum Overview - Year 6

History

NC: Pupils should continue to develop chronologically secure knowledge of British history.  
 They should note connections, contrasts and trends over time and develop an appropriate use of historical terms.  
 They should answer and devise questions about change, cause, similarity and difference, and significance.  
 They should thoughtfully select and organise relevant historical information.  
 They should know that our knowledge of the past is constructed from a range of sources.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y r 6	<p><u>Was there more to the Greeks than the Olympic Games? (in-depth study)</u>                      How do we use Ancient Greek ideas today?                      KS2 NC: Pupils should learn about: Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>1. Give children sources containing images of modern Greece e.g. maps, postcards,</p>	<p><u>What was the impact of WW1 on Britain and Europe? (Overview study)</u>                      Why was the Battle of the Somme significant?                      KS2 NC: Pupils should: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>1. Causes of WW1 - Assassination of Archduke Ferdinand                      2. Draw timeline by placing</p>		<p><u>The Pyramids: Were they the only Egyptian Achievement? (in-depth study)</u>                      What significance do their achievements have in relation to life today?                      KS2 NC: Pupils should be taught about: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: e.g. Ancient Egypt.</p> <p>1. Reinforce definition of 'Ancient' (refer back to Ancient Greeks and Ancient Maya). Place Ancient</p>		<p><u>How did WW2 affect Liverpool? Was the battle of Britain a turning point in WW2? (in-depth study)</u>                      KS2 NC: Pupils should be taught about: a significant turning point in British history, for example, the Battle of Britain                      Pupils should: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.                      1. Identify causes of WW2.                      Name the countries involved.</p>

<p>brochures or ask the children to carry out an internet search for images of modern Greece. Ask them what these images tell us about some of the key features of Greece and its location - mainland Greece and its numerous islands, the physical features, climate etc.</p> <p>Define the terms 'Modern' and 'Ancient'. Locate Modern and ancient Greece on a map. Place the Ancient Greek civilisation on a timeline alongside other civilisations. Identify it as the 'birthplace of western civilisation'.</p> <p>2. Get them to locate Ancient Greece on a map and consider why its position was significant e.g. proximity to Europe, the Middle East, North Africa. Identify Ancient Greece City States of Athens and Sparta.</p> <p>3. Primary and secondary sources - Greek pottery and statues - what can we learn from them? Can we learn anything from Greek Myths</p>	<p>events in chronological order.</p> <p>3. Study a day in the life of a soldier. Use Primary/Secondary sources and artefacts. (soldier's bag) What does it tell us about life on the frontline?</p> <p>4. Study Walter Tull-Why should he and other soldiers be remembered (Remembrance Day)?</p> <p>5. The end of WW1 - how did it change Europe?</p>	<p>civilisations on timeline.</p> <p>2. Locate Egypt on the map. Identify the River Nile and its significance in relation to Egypt's successes. (farming/irrigation)</p> <p>3. How do we know what the Egyptians achieved? Archaeology- what evidence can we extract from artefacts?</p> <p>4. Identify inventions/successes - Written language, papyrus, courts and justice system, number system fractions, geometry, Pyramids, time keeping and shadow clocks, shadoofs, nilometer and reservoirs (<a href="http://egypt.mrdonn.org/achievements.html">http://egypt.mrdonn.org/achievements.html</a>). Select reliable sources to extract evidence in order to back up their ideas.</p> <p>5. Religion, Mummification, burial, book of the dead, the tomb of Tutankhamun and the role of Howard Carter. Who was he and why was he significant?</p> <p>6. In conclusion, answer the enquiry question.</p>	<p>Put events onto a timeline.</p> <p>2. Warfare. Study the blitz and its effect on Liverpool.</p> <p>3. Evacuation. What did it entail? Experience how children were evacuated from Liverpool. Listen to verbal recounts.</p> <p>4. Rations. 'Dig for Victory'. Make authentic WW2 pie in accordance with ration quotas.</p> <p>5. In Conclusion, summarise the effects of the war on Liverpool.</p> <p>6. Enquiry - The Battle of Britain - how significant was it? Research its significance and whether it was a turning point in the War. Identify the role of the 'Western Approaches' in WW2. Children draw up a conclusion based on opinions made by researching a variety of sources.</p> <p>7. Propaganda. Using a variety of sources, discuss their reliability. Discuss how propaganda was used during the war.</p> <p>8. Study what life was like for certain groups during the war. Use primary/secondary sources to study the effects on people's lives. Study evidence from Anne</p>
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<p>and Legends?</p> <p>4. Democracy - Did the Ancient Greeks invent government? See power point</p> <p>5. Religion - Greek Gods</p> <p>6. Written language - Alphabet identify similarities/differences. Look at Greek words prefixes/suffixes</p> <p>7. Education - generate questions about Greek education system. Compare/contrast.</p> <p>8. Six famous Greek scholars -research Archimedes, Aristotle, Plato, Herodotus, Hippocrates and Pythagoras. Why are they remembered /significant?</p> <p>9. What can we learn from the achievements of Alexander the Great?</p> <p>10. Ancient Olympic games - how they started, features, who took part similarities/differences</p> <p>11. Evaluate the contribution of Ancient Greeks.</p> <p><a href="http://www.bbc.co.uk/guides/z8q8wmn">http://www.bbc.co.uk/guides/z8q8wmn</a></p>			Frank.
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### Chronological Understanding

- Can the pupils use timelines to place events, periods and cultural movements from around the world in chronological order?
- Can they draw timelines and put different dates on it?
- Can they use timelines to demonstrate changes and developments in culture, technology, religion and society?
- Can they use key periods as reference points, e.g. Stone Age, Romans, Anglo-Saxons, Tudors, Georgians, Victorians and Today?
- Can they describe main changes in a period in history using terms such as: social, religious, political, technological and cultural?

### Knowledge and interpretation

- Can they summarise main events?
- Can they choose reliable sources of factual evidence to describe people, culture, a way of life, buildings, actions of people beliefs, religion and attitudes, from the past using different resources?
- Can they describe similarities and differences between some people, events and objects studied?
- Can they describe how some changes affect life today?
- Do they understand that the past has been represented in different ways?
- Can they suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways?
- Can they suggest why certain events, people and changes might be seen as more significant than others?
- Can they choose reliable sources of factual evidence to describe people, culture, a way of life, buildings, actions of people beliefs, religion and attitudes, from the past using different resources?
- Can they identify how the elements listed above may have changed during the time period?
- Can they give their own reasons why changes may have occurred, backed up with evidence?
- Do they know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history?

### Historical enquiry

- Can they suggest why there may be different interpretations for certain events?
- Can they evaluate the usefulness and accurateness of different sources of evidence?
- Can they pose and answer historical questions?
- Can they form their own opinions about historical events using a range of sources?
- Through examining points of view and propaganda, can they explain their understanding of propaganda? Can they say how the author may be attempting to persuade or give a specific viewpoint?

### Organisation and Communication

- Can they present information in an organised and clearly structured way?
- Can they present information in the most appropriate ways including using Maths skills e.g. written explanation/tables and charts/labelled diagram?
- Can they make accurate use of specific dates and terms?