

History Curriculum Coverage Year 6

Progression		Intent		Implementation		Impact	
Skills knowledge the children should already have	Autumn 2 Titanic	Spring 1 Britain Since 1930 (WW2)	Summer 1 Ancient Egypt	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
<p><i>To be able to compare different times in history.</i></p> <p><i>To understand chronology and research historical events.</i></p> <p><i>To describe environments and conditions from a different time period.</i></p> <p><i>To understand and explain significant historical events.</i></p> <p><i>To understand there may be different accounts of the same events.</i></p> <p><i>Understand chronology of significant civilisations and ruling dynasties.</i></p> <p><i>To research ancient historical civilisations and understand how they impact the modern world.</i></p>	<p>A study of a significant aspect of history dating from a period beyond 1066.</p> <p>NC – Develop a chronologically secure understanding of British history. Develop appropriate use of historical terms. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions. Devise questions about change, cause, similarity and difference and significance.</p>	<p>A study of a significant aspect of history dating from a period beyond 1066 and a significant turning point in the history of Britain.</p> <p>NC - Develop appropriate use of historical terms. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt,</p> <p>NC - Develop a chronologically secure understanding of British history. note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Enquiry: detective work; questioning, investigating, discussing possibilities Oral history, eye-witness accounts, memories Story: the narrative of history Observation: of artefacts and pictures Drama and role-play to foster imagination and empathy Time traveler visits Time capsule</p>	<p>To compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. To compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. To use primary and secondary sources selectively to research events in the past.</p>	<p>Captain, passenger, unsinkable, voyage, navigate, iceberg, luxury, collision, Belfast, Southampton, New York, first class, Captain Edward Smith, lifeboat, disaster, White Star Line,</p> <p>Churchill, Hitler, reparations, Nazi, evacuee, blitz, air raid, shelter, siren, gas mask, Anderson shelter, ration, spitfire, propaganda,</p> <p>Anubis, afterlife, embalm, hieroglyphic, Pyramids, Pharaohs, mummification, Nile, Osiris, papyrus, canopic jars, sarcophagus, Tutankhamen.</p>	<p>Why were ships important? What was the background to the Titanic? Why was the Titanic special? Why did the Titanic sink? Was it preventable? What should have been done differently?</p> <p>When was WW2? Who was involved? How did it start? Who were ‘evacuees’? What was life like during the war? What was the Blitz? How and when did the war end?</p> <p>Who were the ancient Egyptians? What was life like in Ancient Egypt? Who were Pharaohs? What happened when a Pharaoh died? What was Egyptian writing like? Who did ancient Egyptians worship?</p>