

Year on Year History Coverage, Skills (Concepts) and Vocabulary

Year 6	National Curriculum	Key Purpose Questions	Key concepts (Skills)	Vocabulary	Key Takeaways/Assessment
Autumn 2 World Wars	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	<ol style="list-style-type: none"> Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated and what was evacuation really like? How did people manage to carry on normal life during the war and how do we know? Why did Germany lose the Battle of Britain? 	<p>Chronology: Uses more sophisticated time markers within, as well as between periods e.g. the causes had been building up for 20 years, different phrases of the evacuation.</p> <p>Similarities and Differences: Confidently understand that people's experiences varied depending on status e.g. children grasp that people's experiences of being evacuated in World War Two often depended on their prior experience.</p> <p>Change and Continuity: Understand what is meant by a turning point e.g. Battle of Britain in context of World War Two.</p> <p>Enquiry: Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced. How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?</p>	<p>Major influence Propaganda Bias Perspective Persuade</p> <p>Battle of Britain Blitz Evacuee Evacuation Rationing</p>	<p>Understand how the actions of Hitler threatened European peace.</p> <p>Realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.</p> <p>Able to describe a range of roles adults played on the Home Front which were unique to that time.</p> <p>Can explain how the Battle of Britain became a turning point in history.</p>
Spring 2 Who am I?	A local history study from the child perspective	<ol style="list-style-type: none"> What pushed people to leave home and what pulled them here? What challenges did the people in the photographs face? Why? Thinking about these portraits of African-Caribbean and South Asian migrants, how might they want to be seen, particularly by friends and relatives they have left behind? Does looking at these photographs help you think about your own family heritage? 	<p>Chronology: Uses more sophisticated time markers within, as well as between periods e.g. the causes had been building up for 20 years.</p> <p>Cause and consequence: Thinking about causes being connected in some way, one causes might be linked to another making the event much more likely to happen. Express explanation e.g. The main reason was..., Also important..., Some people think...</p> <p>Interpretation: Children have a solid understanding that interpretations might differ depending on the aspect that people are looking at.</p>	<p>Persuade Trends Major Influence Summaries</p> <p>Migration Heritage Relatives</p>	<p>Have an understanding of family heritage and talk about their families past.</p> <p>Summarise the reasons why their family came to Britain.</p> <p>Show how the history of their family makes them the person they are today.</p>

<p>Summer 2 Black and British</p>	<p>Understand complexity of people's lives, the process of change and the diversity of societies.</p>	<ol style="list-style-type: none"> 1. How shall we tell the story of the first Black people in Britain? 2. What does the evidence tell us about the role of Black people in Tudor society? 3. What difference did the slave trade make to the experiences of Black people in Britain? 4. When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated? 5. From Windrush to "Notting Hill": what was the experience of the first post-war Black immigrants? 6. How far has life improved for Black people living in Britain in the last 60 years? 	<p>Chronology: Uses more sophisticated time markers within, as well as between periods and sequence these on a timeline.</p> <p>Cause and Consequence: Thinking about causes being connected in some way, one causes might be linked to another making the event much more likely to happen. Express explanation e.g. The main reason was...., Also important..., Some people think...</p> <p>Interpretation: Children have a solid understanding that interpretations might differ depending on the aspect that people are looking at, views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</p>	<p>Summarise Context Trends</p> <p>Abolition Commonwealth Discrimination Migrant Prejudice Racism Segregation Windrush</p>	<p>Black people suffered horribly as slaves working on plantations in the Americas, but they also worked as slaves in rich people's homes in British cities.</p> <p>Black people served in the trenches in World War One and as pilots in the Second World War.</p> <p>The best-known and most significant period of black immigration came with the arrival of SS Windrush in 1948 to work in the NHS and on the buses. Many black people living in Britain today can trace their ancestors back to this time.</p> <p>Life has not always been easy for black people living in Britain over the last 75 years so there have had to be laws to prevent discrimination.</p>
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