


















# History Curriculum Overview

## Year 6





Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	<p>World War II</p> <div>    </div>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Offer reasons why the war was significant to the different nations and people involved. Explore the significance of key events.</p> <p>Recall key facts about the Blitz, evacuation and the Holocaust. Show an understanding of cause and effect.</p> <p>Raise questions and make inferences about the evidence explored.</p>	<p>I can say how significant the Blitz was.</p> <p><i>'What were Hitler's motives behind starting the Blitz? What was the impact on the people of Britain?'</i></p> <div>  </div> <p>I can explain the significance of bombings on other countries during World War 2.</p> <p><i>How significant were the bombings on Axis nations?</i></p> <div>  </div> <p>I can identify what the lives of women were like due to the war.</p> <p><i>How significant was the impact of WW2 on women?</i></p> <div>  </div> <p>I can infer how propaganda impacted people during the war.</p> <p><i>How did propaganda impact people during the second world war?</i></p> <div>  </div>	<p>Blitz</p> <p>Blitzkrieg</p> <p>Motive</p> <p>Allies</p> <p>Axis nations</p> <p>Atomic Bomb</p> <p>Propaganda</p> <p>Evacuation</p> <p>Nazi</p> <p>Holocaust</p> <p>Kindertransport</p> <p>Persecution</p>

				<p>I can identify and understand the impact WW2 had on children.  <i>How significant was the impact of WW2 on children in Britain?</i></p>  <p>I can identify and understand the impact WW2 had on Jewish children.  <i>How significant was the impact of WW2 on Jewish children?</i></p> 	
2	<p>Magnificent Maya</p>  	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	<p>Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.  Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.  Research and provide some of their own ideas about the significance of corn and chocolate.  Describe the different features of Maya cities and be able to</p>	<p>I can discover facts about the Maya civilisation, explain who they were and when and where they lived.  <i>How do we know about the Maya civilisation?</i></p>  <p>I can explain the religious beliefs of the Maya people, how they worshipped and name some of the main gods.  <i>What did religion and the gods represent for the Maya people?</i></p> 	<p>Mayan Civilisation  Codices  Drought  Jaguar  Maize  Cocoa Beans  Scribes  Worshipped</p>

		<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.</p>	<p>I can understand how the Maya number system works.  <i>How was the Maya number system significant to the Maya people?</i></p>  <p>I can use evidence sources to understand more about the Maya civilisation.  <i>What can we learn from the evidence?</i>  <i>What does this tell us about the Maya people that we did not already know?</i></p>  <p>I can explain what the Mayan writing system consists of, how words are constructed and what codices are.  <i>How was the Mayan writing system significant to the Maya people?</i></p>  <p>I can describe a range of foods that were eaten by the ancient Maya people.  <i>Why were some foods significant to the Maya people?</i></p> 	
--	--	---	---	--	--

3	<p>Leisure and entertainment</p> <div data-bbox="257 323 353 403">Technology and Trade</div> <div data-bbox="257 416 353 496">Society</div> <div data-bbox="257 509 353 588">Empire</div>	<p>Develop an awareness of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Identify and note connections, contrasts and trends over time in holidays.</p> <p>Order an increasing number of significant events in sport on a timeline of the 20th century.</p> <p>Select relevant sections of information to address historically valid questions about a musical decade of the 20th century.</p> <p>Organise and communicate information about the golden age of cinema.</p> <p>Use their historical knowledge from previous lessons to construct opinions about the effect of television on leisure and entertainment.</p> <p>Form an opinion of the most important aspects of leisure and entertainment in the 20th century and communicate their ideas.</p>	<p>I can investigate trends over time of how people spent their holidays during the 20th century. <i>How did holidays change over the 20th century?</i></p> <div data-bbox="1641 363 1744 464">Continuity and Change</div> <p>I can explore key events and changes in sport in the 20th century. <i>How did people access sport in the 20th century?</i></p> <div data-bbox="1518 628 1619 729">Chronology</div> <div data-bbox="1641 628 1744 729">Continuity and Change</div> <p>I can research how music influenced people's experiences in the 20th century. <i>What impact did music have on people's lives during the 20th century?</i></p> <div data-bbox="1641 892 1744 992">Cause and Consequence</div> <p>I can explore why movies became popular in the 20th century. <i>What was the significance of the 'Golden Age' of cinema?</i></p> <div data-bbox="1641 1117 1744 1217">Significance</div> <p>I can discuss the significance of television in people's lives in the 20th century.</p>	<p>Broadcast Economy Entertainment Golden Age Leisure Society Technology Trends</p>
---	---	--	--	---	---

				<p><i>How did television change people's lives in the 20th century?</i></p> <div><p>Significance</p></div> <p>I can explore the impact of leisure and entertainment on people's lives in the 20th century.</p> <p><i>How did the rise of new technology impact people's lives in the 20th century?</i></p> <div><p>Cause and Consequence</p></div>	
--	--	--	--	--	--