

**Shevington Federation of Schools
Schemes of Work**

HISTORY

YEAR GROUP: 6

Y6 children will learn :	Autumn	Spring	Summer
CHRONOLOGICAL UNDERSTANDING			
To create their own timelines and confidently place current aspects of study onto the line in relation to prior learning			
To confidently use specific vocabulary in the right context Eg era,decade century, AD BC when asking or answering questions			
Children can choose at least one of the terms social' 'political' 'religious' 'technological' and cultural 'and describe with detail a main change in the period.			
To add to their timelines developments in culture,e technological religion or social events.			
To use world wide history both present and ancient as key reference points when describing the past-BC Ancient Greece and Egypt AD Anglo –Saxons, today.			
KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES			
To begin to make comments on events that have impact on society- begin with an examples from school life moving to local and national news			
To consider historical events that have had an impact upon society- Eg .the railways			
To consider whether changes have been effective.			
To consider why these changes have occurred Eg. Why are we still not writing on slates with chalk?			
To identify the different opinions of the people of the time- role play Eg Should there have been slave labour?			
To make links between past societies and modern day life. Eg the Ancient Greeks and our democratic voting system			
To draw conclusions from their research and reasons discovered why an event occurred and why changes have been made to society			
HISTORICAL INTERPRETATION			
To link sources of evidence and consider how conclusions were drawn			
To consider how to check accuracy of interpretation			
What propaganda is all about both in the past and now			
To understand that in history some evidence has been and still can be used as propaganda and misinformation.			
To consider the influence of the film industry on past historical events –is war glorified?			
To compare the role of films and the news bulletins			
HISTORICAL ENQUIRY			
To raise questions from attitudes and beliefs, reflected in the period of study.			
To independently gather a range of historical sources of evidence using the correct terminology- primary /secondary types of evidence to match the needs of their purpose			

To ensure that the research findings answer the question raised and that historical differences of opinion are explained			
To acknowledge their sources of evidence at the end of their work-a bibliography.			
To create a glossary to support the terminology.			
COMMUNICATION			
To independently choose the correct range of recording methods to match the task depending upon the needs of the audience – use of drama/writing /graphs and charts/ICT used for a purpose.			
To plan, carry out individual investigations to answer questions raised during a period of study using appropriate vocab and dates.			
BREADTH OF STUDY			
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece - a study of Greek life and achievements and their influence on the western world • A non - European society that provides contrasts with British history. One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 			