

History in Year 6

Topics: Crime and Punishment Through the Ages, The Mayan Civilisation & Chocolate, The Significance of the Titanic

Crime and Punishment Through the Ages

National Curriculum Statement:

- Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (*changes in an aspect of social history, such as crime and punishment from the Anglo Saxons to the present*).

Knowledge & understanding:

- Origins: How were early crimes punished?
- Everyday life: How did people feel about punishment of crime in different periods of history?
- Changes: How have crimes, and their punishments, changed over time?
- Impact: How have crimes and their punishments in the past affected the way crimes are punished now?
- Ending: What led to the end of certain types of punishments (eg brandishing)?

Skills: Learning will be through exploration and research like a historian

- Chronology:
 - Place current study on a timeline in relation to other studies from throughout primary school, sequencing at least ten different events.
 - Use relevant historical terms and dates
- Enquiry:
 - Address and devise historically valid questions about change, cause, similarity and difference, and significance.
 - Recognise primary and secondary sources confidently
 - Thoughtfully select and organise relevant historical information
- Interpreting:
 - Evaluate sources and work out how conclusions were arrived at
 - Evaluate different interpretations of the same event – eg: fact, fiction and opinion
 - Be aware that different evidence will lead to different conclusions
 - Compare and contrast the period studied with another period in history and modern day
- Communication of ideas:
 - Bring knowledge gathered from a range of sources together into a fluent account
 - Know and show a good understanding of historical vocabulary including more abstract terms, such as democracy, civilisation, social, political, economic, cultural and religious
 - Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing, such as instructions, accounts, diaries, letters, information & travel guides, posters, news reports
 - Plan and present a self-directed project about the period studied.

Assessment Questions:

- Can children confidently place at least ten events / artefacts on a timeline from their KS1 & 2 learning?
- Can they describe at least three past kinds of punishments using appropriate vocabulary (verbally or written)?
- Were they able to thoughtfully select, compare and evaluate the usefulness of sources?
- Can they compare and contrast the period of history with the present day and another period in history?
- Can they use and understand appropriate historical vocabulary in a self-directed project?
- Did they use evidence effectively to draw conclusions and justify their reasoning?
- Are they able to describe the impact of the Mayans on subsequent periods of history?

History in Year 6

Topics:

Crime and Punishment Through the Ages, The Mayan Civilisation & Chocolate, The Significance of the Titanic

The Mayan Civilisation and Chocolate

National Curriculum Statement:

- Pupils should be taught about a non-European society that contrasts with British history

Knowledge & understanding:

- Origins: How did the Mayan civilisation start? What came before?
- Everyday life: What was life like for everyday Mayan citizens?
- Changes: How did life change during the Mayan dynasty?
- Impact: How has life in ancient Mayan times impacted on subsequent periods?
- Ending: What led to the end of the Mayan dynasty and why?

Skills: Learning will be through exploration and research like a historian

- Chronology:
 - Place current study on a timeline in relation to other studies from throughout primary school, sequencing at least ten different events.
 - Use relevant historical terms and dates
- Enquiry:
 - Address and devise historically valid questions about change, cause, similarity and difference, and significance.
 - Recognise primary and secondary sources confidently
 - Thoughtfully select and organise relevant historical information
- Interpreting:
 - Evaluate sources and work out how conclusions were arrived at
 - Evaluate different interpretations of the same event – eg: fact, fiction and opinion
 - Be aware that different evidence will lead to different conclusions
 - Compare and contrast the period studied with another period in history and modern day
- Communication of ideas:
 - Bring knowledge gathered from a range of sources together into a fluent account
 - Know and show a good understanding of historical vocabulary including more abstract terms, such as democracy, civilisation, social, political, economic, cultural and religious
 - Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing, such as instructions, accounts, diaries, letters, information & travel guides, posters, news reports
 - Plan and present a self-directed project about the period studied.

Assessment Questions:

- Can children confidently place at least ten events / artefacts on a timeline from their KS1 & 2 learning?
- Can they describe at least three past kinds of punishments using appropriate vocabulary (verbally or written)?
- Were they able to thoughtfully select, compare and evaluate the usefulness of sources?
- Can they compare and contrast the period of history with the present day and another period in history?
- Can they use and understand appropriate historical vocabulary in a self-directed project?
- Did they use evidence effectively to draw conclusions and justify their reasoning?
- Are they able to describe the impact of the Mayans on subsequent periods of history?

History in Year 6

Topics:

Crime and Punishment Through the Ages, The Mayan Civilisation & Chocolate, The Significance of the Titanic

The Significance of the Titanic

National Curriculum Statement:

- Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Knowledge & understanding:

- Origins: Why was the Titanic created? What kinds of ships came before?
- Everyday life: What was life like for ordinary people on the Titanic?
- Events: What was the series of events that led to the sinking of the Titanic?
- Impact: How has the legacy of the Titanic impacted on subsequent sea travel?
- Ending: What were the conclusions of the Titanic disaster, and why?

Skills: Learning will be through exploration and research like a historian

- Chronology:
 - Place current study on a timeline in relation to other studies from throughout primary school, sequencing at least ten different events.
 - Use relevant historical terms and dates
- Enquiry:
 - Address and devise historically valid questions about change, cause, similarity and difference, and significance.
 - Recognise primary and secondary sources confidently
 - Thoughtfully select and organise relevant historical information
- Interpreting:
 - Evaluate sources and work out how conclusions were arrived at
 - Evaluate different interpretations of the same event – eg: fact, fiction and opinion
 - Be aware that different evidence will lead to different conclusions
 - Compare and contrast the period studied with another period in history
- Communication of ideas:
 - Bring knowledge gathered from a range of sources together into a fluent account
 - Know and show a good understanding of historical vocabulary including more abstract terms, such as democracy, civilisation, social, political, economic, cultural and religious
 - Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing, such as instructions, accounts, diaries, letters, information & travel guides, posters, news reports
 - Plan and present a self-directed project about the period studied.

Assessment Questions:

- Can children physically place events / artefacts on a timeline
- Can they describe at least three features of life in WWII (verbally or written)?
- Were they able to research through a range of sources?
- Did they compare and contrast the period of history with the present day?
- Can they use and understand appropriate historical vocabulary
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of World War II?