

YEAR 6 History CURRICULUM

*Outlined below is the Year 6 History Curriculum which includes details of both the National Curriculum and the KPS Curriculum.
The statutory guidance is taken from the Key Stage 2 History Curriculum.*

| | Programmes of Study STATUTORY | KEXBOROUGH GUIDANCE | CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS |
|------------------------|--|---|--|
| BRITISH HISTORY | Changes in Britain from the Stone Age to the Iron Age | Year 3 | |
| | The Roman Empire and its impact on Britain | Year 4 | |
| | Britain's settlement by Anglo-Saxons and Scots | Year 5 | |
| | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Year 5 | |
| | A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. | Here is a chance to link to Victorian Britain, Life in 20th century, life since 1930's or a general theme, such as, crime and punishment over the last 1000 years, leisure and entertainment in the 20th century (good for Britain since the 30s), the first railways (good for Victorians). It could be life since 1960's and link it to coal mining Remember to start with an overall line of enquiry and don't waste opportunities to link back to previous periods and events studied. | Link to Geography – wherever possible use maps. Link to Art – use artists from the period to be studied. Link to English – Use writing as a vehicle to serve History; if writing recounts, historical diaries etc. always use a History learning intention and focus on the knowledge and knowledge from a historical perspective. |
| | A local History study. | This can be incorporated with a study above to make it a depth study, which may be useful for saving time. A local History study does not have to be local to our region, but it could be if you were to consider, for example, mining. | |
| BROADER HISTORY | The achievements of the earliest civilisations – 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. | Year 3 | |
| | Ancient Greece – a study of Greek life and achievements and their influence on the western world. | Year 4 | |

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|--|--|---------------------|--|
| | A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c AD900; Mayan civilization c AD900; Benin (West Africa) c AD900 – 1300. | Year 5 | |

***Every classroom MUST have a time line that has all events and periods studied on it from previous years, then new ones can be added as the year goes on.**

***Devising key questions is crucial to provide exciting and worthwhile historical contexts in which to develop specific skills, conceptual understanding and awareness of the historical processes.**

***Pupils also need to see history as a matter of interpretation. The use of key questions really helps here if you phrase them in such a way as to make it obvious that a form of conceptual understanding or historical process is being developed eg. "What were factory conditions really like in Victorian times?" immediately suggests that there is a difference of opinion that needs resolution.**

***If the key questions are sharp and well-written then the teacher will have a clear focus for the learning.**

***A local history study can be from any locality, not just the school's immediate area.**

***When using historical evidence, ask:**

1. What we can see and can say for certain.

2. What we think (our opinions, hypotheses).

3. What we would like to find out.

(The level, depth and sophistication of the children's responses to the picture or object should increase with age, so providing evidence of progression.)