

YEAR 6 HISTORY CURRICULUM			
Islamic Civilisation		Vikings	Crime and Punishment
NATIONAL CURRICULUM		Pupils should be taught about: • 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.	
CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST PROGRESSION OF SKILLS	HISTORICAL INTERPRETATION PROGRESSION OF SKILLS	HISTORICAL ENQUIRY PROGRESSION OF SKILLS
* Know and sequence events of time studied. Chronology * Use relevant terms and period labels; understanding how they differ. Chronology * Make comparisons between different times in the past. Chronology	* Compare an aspect of life with the same aspect in a range of time periods. Everyday Life * Compare life in early and late 'times' studied. Everyday Life * Study different aspects of different people - differences between gender, ethnicity, age and social status. Significant Events/People * Examine causes and results of significant events and the impact it has on people. Significant Events/People	* Offer some reasons for different versions of events using research as evidence. Report and Conclude * Compare and contrast an aspect of life with the same aspect in another period. Compare and contrast	* Use the library and internet for research confidently. Research, interpretation and Analysis * Ask a variety of questions and be able to give plausible answers; giving evidence where necessary. Research, interpretation and Analysis * Identify primary and secondary sources. Artefacts and Sources * Use a range of evidence to build up a picture of a past event and be able to articulate this using key vocabulary. Artefacts and Sources * Select relevant sections of information from sources; being able to distinguish between reliable and unreliable sources. Artefacts and Sources
ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS 		* Communicate their knowledge through: * Discussion * Drawing pictures * Drama/role play * Making models * Writing	* Using ICT * Recall, select and organise historical information * Communicate their knowledge and understanding Communication
CHRONOLOGY ASSESSMENT DESCRIPTOR	EVENTS PEOPLE AND CHANGES PROGRESSION OF SKILLS	INTERPRETATION, ENQUIRY AND USING SOURCES	COMMUNICATION PROGRESSION OF SKILLS ASSESSMENT

	ASSESSMENT DESCRIPTOR	ASSESSMENT DESCRIPTOR	DESCRIPTOR
✓ To be able to use dates and a wide range of historical terms when sequencing events and periods of time. ✓ To be able to develop chronologically secure knowledge of the events and periods of time studied; ✓ To be able to analyse links and contrasts within and across different periods of time including short-term and long-term time scales.	✓ To be able to describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor; ✓ To be able to demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.	✓ To be able to regularly address and sometimes devise historically valid questions and hypotheses; ✓ To be able to give some reasons for contrasting arguments and interpretations of the past; ✓ To be able to describe the impact of historical events and changes; ✓ To be able to recognise that some events, people and changes are judged as more significant than others.	✓ To be able to acknowledge contrasting evidence and opinions when discussing and debating historical issues to be able to use appropriate vocabulary when discussing, describing and explaining historical events; ✓ To be able to construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms; ✓ To be able to choose the most appropriate way of communicating different historical findings.