






Year 6 History Curriculum Overview

Term	Autumn	Spring	Summer
Year Group Theme	SANCTUARY 	ADVERSITY 	EVOLUTION 
Subject Focus	World War 2 Refugees and Migration		The Maya
Essential Questions/ Key concepts	What if your parents sent you away? What if you had to move to a different country? What if your neighbours wanted to kill you? Empire-Migration-Conflict		Why do some civilisations fail? Why do we know so much about some places and very little about others? Empire-Collapse-Power-Famine
National curriculum knowledge and skills	-a significant turning point in British history -changes in an aspect of social history -know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'		-a non-European society that provides contrasts with British history -know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

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Spark, Trips, Visitors, events	-Gressenhall-Evacuees		
Diversity/PSHE links	Judaism, anti-semitism, BAME/colonial experience in WW2		Peoples of Mexico-native Americans and colonisation
Maestro/Cross-curricular links	Britain At War/A Child's War		Hola Mexico! Darwin's Delights
Key vocabulary	Alliance, appeasement, colony, conscription, imperialist, genocide, holocaust, stalemate, Blitz, Blitzkrieg, refugee, Shoah, Kindertransport, anti-semitism, migration, migrant, immigrant, asylum		Civilisation, climate, culture, diverse, equinox, heritage, tradition, pyramid, sacrifice, glyph, codex, cacao
Skills progression	<ul style="list-style-type: none"> • 6a When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale) • 6b I can use a timeline to sequence local, national and international events as well as historical periods • 6c I can use historical periods as reference points. • 6d I can describe and make some links between events, situations and changes within and between different periods and societies • 6e I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world • 6f I can explain my suggestions when giving reasons for and results of historical events, situations and changes • 6g I can explain which causes and consequences are the most significant • 6h I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness • 6i I can explain my evaluation of particular pieces of information and particular sources • 6j I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms. 		
Prior knowledge check	Chronology of the 20 th century Location of countries in Europe		Chronology of the Maya-2600 BCE to 900 CE and onward to c1500 CE, comparison with other civilisations concurrent Location of Mexico and central America
Assessment	Why did people have to leave Germany and central Europe in the late 1930s, etc? Why did the Nazis kill Jews? What effect did WW2 have on Britain's empire?		Why did the Mayan civilization collapse? Why did the Maya build pyramids? Why don't we have much evidence from the Maya?
	By the age of 11: <ul style="list-style-type: none"> • How do these events fit together? What order should they go in? How are they linked? • What are the key things that happened during _____? What are the key achievements of _____? Who are the most important people during _____? 		

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- How did science/technology/culture/art change during _____? • What are some of the similarities and differences between _____ and _____?
- Why do you think _____ happened? What happened because of _____?
- How are _____ and _____ linked together? Do you think _____ would have happened if _____?
- What do you notice about these _____ (images/artefacts/films/recordings/texts) of _____?
- Tell me about _____.
- What was interesting/special about _____?
- How is _____ different from _____? • Why did the _____? • What were the causes of _____?
- How were _____ and _____ similar? • What would a _____ think about _____?
- What different things do these two sources tell you about _____?
- Why don't people agree about _____? • Is _____ a hero?
- Use this _____ to tell me about _____? • What questions about _____ CAN'T you answer with this source?
- Show me all you know about _____ by using a _____.

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