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| History - Year 6 | Autumn | Spring | | | Summer | | |
| End Points | Articulate the key events and people involved in the world wars and key significant events. Develop a secure understanding of what life was like in the local area and the UK during the wars. | To develop knowledge of crime and punishment over the years. Identifying significant individuals and events during this time, and how the it has shaped our justice system in Britain and Chester as we know it today. | | | Children can identify the main features of the migration and discover how migration has changed Britain and Chester as we know it today. | | |
| Curriculum Objectives (Substantive Knowledge) | **A study of an aspect of theme in British history that extends pupils’ chronological knowledge beyond 1066** - The Impact of War  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.  • Show chronology knowledge and understanding of local, national and global history.  • Use sources of evidence to deduce information about the past.  • Describe connections, contrasts and trends over short and longer time periods.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  • Consider different viewpoints  • To see the relationships between different periods and the legacy of impacts for me and my identity.  • Refine lines of enquiry as appropriate. | **Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present -** Crime and Punishment and Migration  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify specific changes within and across different periods over time.  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.  • Show chronology knowledge and understanding of local, national and global history.  • Use sources of evidence to deduce information about the past.  • Use sources of information to form testable hypotheses about the past.  • I can describe connections, contrasts and trends over short and longer time periods.  • Discuss trends overtime. Refine lines of enquiry as appropriate. | | | | | |
| Historical Enquiry Skills (Disciplinary Knowledge) | | | Key Vocabulary | | | | |
| • Use a range of sources to deduce information about the past – show an increasing proficiency in selecting these and be able to comment on their effectiveness  • Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past  • Use dates and terms accurately in describing events  **Local History, Power, Settlement, Migration, Empire. Diversity** | | | WW1  WW2  allies  axix  invasion  blitz  allotments bombing  shelter  evacuation | rationing  conflict  air raids  persecuted RAF/Luftwaffe surrender propaganda  Battle of Britain  gas masks  migration | | emigrant immigrant  crime criminal Government heresy highwayman judge  jury  law | lawyer  outlaw  parliament  penalty  punishment sentence  treason  trial |