



Year 6 History

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world	I1 Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites	H1 Find and analyse a wide range of evidence about the past
C2 To identify specific changes within and across different periods over a long period of history	I2 Investigate own lines of enquiry by posing historically valid questions to answer	H2 Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
C3 Use timelines to place events, periods and cultural movements from around the world.	I3 To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time	H3 Select different ways of checking the accuracy of interpretations of the past
C4 Use timelines to demonstrate changes and developments in culture, technology, religion and society		H4 Start to know the difference between primary and secondary evidence and the impact of this on reliability
C5 Describe main changes in a period in history using words such as: social, religious, political, technological and cultural		H5 Show an awareness of the concept of propaganda
C6 Name date of any significant event studied from the past and place it correctly on a timeline		H6 Know that people in the past represent events or ideas in a way that may be to persuade others
		H7 Begin to evaluate the usefulness of different sources



Year 6 Topic Coverage

Autumn Why should the Titanic disaster never be forgotten?	Spring When and why did we create the British Empire	Summer What has been the impact of immigration on Britain over the past 100 years?
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
To be taught this term: C1, C4, C5, C6, I1 H1, H2, H3, H4, H7, H8	To be taught this term: C2, C3, I2, I3, H1, H2, H3, H4, H5	To be taught this term: C3, H6, H7, H8
To be revisited from Y5:	To be revisited: C1, C4, C5, I1	To be revisited: C1, C2, C4, C5, C6, I1, I2, I3, H5
Subject specific vocabulary		
Captain Edward Smith, voyage, passenger, iceberg, society (third, second, first class)	Empire, mother country, commonwealth, colony, slavery, empire on which the sun never sets	Immigration, prejudice, Caribbean, opposition, Windrush generation, Asian community
I will know...		
<ul style="list-style-type: none"> • Use a range of different sources to explain the factors that contributed to the sinking of the Titanic. (disciplinary) L • How the sinking of the Titanic changed the law. L • How life on the Titanic was for a first class passenger compared to that of a third class passenger. EL, W&T • Why such a diverse range of people were travelling on the Titanic. L, W&T, EL • Use a range of different sources, such as eye witness accounts, to investigate who was at fault for the sinking of the Titanic. L • 	<ul style="list-style-type: none"> • Use a range of sources to research what we mean by the British Empire. L • Know how the British Empire came into being. L, W&T • Know many of the main countries that were part of the British Empire. W&T • Use primary sources to research the positive and negative associated with the British Empire (disciplinary) L, W&T, EL • Compare the British Empire from the past to present day (disciplinary) L • 	<ul style="list-style-type: none"> • Use a range of sources to understand why many people found Britain an attractive place to come to live (disciplinary) L, W&T, EL • Know about the prejudice that many immigrants met when they arrived in Britain. EL, L • Use a range of sources to research what is meant by the Windrush generation (disciplinary) L, W&T, EL • Know about the impact many individuals from immigrant families have on our lives today. L, W&T, EL



		<ul style="list-style-type: none">• <i>Place events and cultural movements around the world on a timeline. (disciplinary)</i>
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Key themes running through the History curriculum at Marlfields Primary School

Legacy – A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people’s lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.