

## History Curriculum Year 6

Prior Learning from KS1	Prior Learning from Year 3	Prior Learning from Year 4	Prior Learning from Year 5
<p>Old and new toys identified based on material and appearance</p> <p>Victorian toys</p> <p>Queen Victoria being Queen during the Victorian period</p> <p>Comparing homes then and now – Victorian and Tudor</p> <p>Use of fire/flames for light, heat, food</p> <p>Childhood now is different to childhood in the past</p> <p>Past and present vocabulary</p> <p>Sequencing events in their life; timelines in chronological order</p> <p>Explorers: Tim Peake, Neil Armstrong, Christopher Columbus, Amelia Earhart</p> <p>Describing the historical event of the Great Fire of London: 1666, 17<sup>th</sup> Century, Pudding Lane Bakery</p> <p>Samuel Pepys' diary</p> <p>Houses: timber frames, thatched roof and built close together, thousands burned</p> <p>King Charles II</p> <p>Queen Elizabeth II – crowned on June 2<sup>nd</sup> 1953, monarchy and reign</p> <p>Key family members of the Royal family</p> <p>Queen Elizabeth 1 and Queen Victoria</p> <p>Comparing homes and fashion</p>	<p>Queen Elizabeth 11 – longest reigning monarch – 70 years</p> <p>King Charles III; coronation 6<sup>th</sup> May; children – Prince Harry/Prince William</p> <p>Understanding hunter-gatherers and how Britain changed during 'the ages'</p> <p>The stone-age period started around 3 million year ago</p> <p>During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</p> <p>3500 BC started with the introduction of agriculture and domesticated animals.</p> <p>Stone Age sites/monuments include Skara Brae and Stonehenge.</p> <p>The stone-age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>Iron Age: people living in Hill Forts, clans that belonged to tribes led by warrior kings</p> <p>Iron Age: Celtic people settling in Britain – feasting, music and poetry, the production of metalwork for trade.</p>	<p>Chester: local landmarks – cathedral, suspension bridge, black/white build.</p> <p>Walls of Chester: built by Romans to protect the city</p> <p>East Gate Clock – commemorate Victoria's jubilee in 1899</p> <p>Roman invasion: 55BC; soldiers called a legion – what they wore</p> <p>Roman impact: engineers – aqueduct, builders – houses and roads</p> <p>Boudicca – Queen of the Iceni tribe</p> <p>Spartans – tough discipline</p> <p>The acropolis – high hill in Athens, Parthenon an old temple</p> <p>Ancient Greeks invented theatres</p> <p>776BC first Olympics for Zeus – they believed in different Gods</p>	<p>How Britain changed between 450 (Saxon invasion) and 1066</p> <p>Angles, Saxons and Jutes from Germany</p> <p>Saxon kings – Offa, Alfred, Godwinson – Saxon King</p> <p>Saxon houses and English Saxon town names</p> <p>Villages built near natural resources</p> <p>Craftsmen – jewellery, glass, pottery, wood, weaving</p> <p>793 Vikings invasion -Lindisfarne</p> <p>Longboats, longhouses</p> <p>Alfred The Great</p> <p>Battle of Edington 878AD</p> <p>954 Eric – Viking King</p> <p>Edward the Confessor</p> <p>1066 Battle of Hastings</p> <p>In 3000 BC, two Egyptian kingdoms joined to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.</p> <p>River Nile – significant for life – housing along, silt left behind allows crops to grow</p> <p>Most people lived along and around the Nile; used for water, fishing and trade; mud was used to make bricks; papyrus plants were used to make paper</p> <p>Scribes wrote using hieroglyphs on papyrus and inscriptions on statues and tombs.</p> <p>Tutankhamun was a pharaoh; he became pharaoh when he was 9 years old and ruled until he died when he was 18.</p> <p>His tomb, filled with treasures, was discovered by Howard Carter and his team in the Valley of the Kings in 1922.</p>



Culture



People of the past

Aspect of History	Key Vocabulary	Sticky Facts	Essential Knowledge	Essential skills
<p><b>British History study beyond 1066</b></p> <p>‘World War 2’</p>	<p>Evacuation Evacuee VE Day D Day Axis Allies Blitz Blackout Rationing Anderson Shelters Prime Minister Decade Century Millennium</p>	<ul style="list-style-type: none"> <li>• In 1939, Britain declared war on Germany</li> <li>• The war took place between the Allies (GB, USA, France) and the Axis Powers (Germany, Italy, Japan).</li> <li>• Adolf Hitler (who was chosen by the people of Germany as chancellor) and the Nazi Party wanted Germany to rule Europe.</li> <li>• In September 1939, Hitler/Nazi’s invaded Poland which triggered the war.</li> <li>• Chamberlin was the Prime Minister of the UK when the war began.</li> <li>• Winston Churchill was the Prime Minister during most of the war and was famous for his speeches.</li> <li>• The Battle of Britain was Germany’s attempt to destroy the British air force; it was the first major air fight.</li> <li>• It was fought between the German air force (the Luftwaffe) and the British air force (the RAF) between July and September 1940 because Germany wanted to control the skies.</li> <li>• The RAF had 640 planes compared to the German’s 2,600</li> <li>• On 7th September 1940, the Germans began to bomb London as they thought they had won but this gave the British time to regroup and recover their defences so Britain won the battle.</li> <li>• This was the first time Hitler had been defeated.</li> <li>• 8<sup>th</sup> May 1945 Germany surrendered – VE Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the impact the war had on the RAF pilots.</li> <li>• Understand and describe the significance of the Battle of Britain and how life changed as a result.</li> <li>• Identify on a map the countries affected by the war and the path the German army took to invade other countries.</li> <li>• Sequence events during the war into chronological order</li> <li>• Understand and describe the role of Chamberlin and Winston Churchill and their achievements.</li> </ul>	<p>Chronology; Knowl. &amp; Und. Of people, events and changes; historical enquiry</p> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Use and select suitable sources of evidence to deduce information about the past, giving reasons for choices.</li> <li>• Use English, Maths and Computing skills to a good standard to communicate information about the past.</li> <li>• Refine lines of enquiry as appropriate</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>• Analyse a range of evidence to justify claims about the past and form testable hypothesis about the past.</li> <li>• Give a broad overview of life from 1066 to Modern day.</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>• Use dates and terms and historical vocab accurately when describing events</li> <li>• Identify and describe continuity and main changes.</li> <li>• Identify periods of rapid change and represent them with evidence on a timeline</li> </ul>



Culture



People of the past

<p><b>History of the world - contrasting non-European</b></p> <p>‘Mighty Mayan civilisation’</p>	<p>Rituals Culture Astronomy Ruler and Noble classes Chechen Itza Step Pyramid (temple) Glyph Codices Ahau (King) Huipil (Clothing) Era/period</p>	<ul style="list-style-type: none"> <li>• 2600BC Mayans lived called Yucatan in central America</li> <li>• The <b>Mayan</b>, or <b>Maya</b>, people made their home in an area known as Mesoamerica.</li> <li>• Mayan writing consisted of hieroglyphs</li> <li>• <b>Poor Mayans lived in round, single room homes with a thatched roof and made out of mud or stone. Rich Mayans lived in the city in large stone palaces.</b></li> <li>• Mayan religion involved human sacrifice and bloodletting. They believed those that died went to the “place in the misty sky”.</li> <li>• Mayan society was formed of a number of city states who each had a ruler.</li> <li>• The Chichen Itza is one of the seven wonders of the world that was built in 600AD.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where the Mayans originated and can show it on a map of central America.</li> <li>• Describe the daily life of the Mayan people: food, clothing, housing, buildings and entertainment.</li> <li>• Explain the hierarchy of Mayan society and compare their lives, knowing at the top was the King and Royal family. An educated elite of scribes, priests and nobles formed the ruling class. Farmers and slaves formed the bottom.</li> <li>• Understand Mayan religion and why it was important to them.</li> </ul>	
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