



## St Margaret Mary's Catholic Junior School

### Year 6 History Overview

	Unit Title	National Curriculum Coverage				
		NC	Historical Skills	Chronological Understanding	Vocabulary	Outcomes
Autumn	World War 2	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>	<p>Creates own timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate periods of time and passing of time.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>	<p>Ruler, power, cause and consequence, decades, pre, post, General, parliament, continuity and change, conflict, emigration, enemy, evidence, execution, freedom, immigration, invasion, justice, law, monarchy, nation, non-European, political party, power, Prime Minister, resistance,</p>	<p>To understand why World War 2 occurred and why the Battle of Britain is considered to be a turning point in British history.</p>



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<p>Summer</p>	<p>Leisure and Entertainment from 1930 and its impact on today.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Chooses reliable sources of factual evidence to describe: culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>	<p>Creates own timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate periods of time and passing of time.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p>	<p>pre, post, continuity and change, evidence.</p>	<p>To understand how changes in Britain from 1930 have impacted on today.</p>
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