

Key Stage 2 YEAR 6 HISTORY

National Curriculum KS2 Programme of Study	Chris Quigley Essential Skills Milestone 3	
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>WW1/WW2</p> <p>Possibly link to London Blitz</p>	<p>1. To investigate and interpret the past</p>	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of info to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
	<p>2. To build an overview of world history</p>	<ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	<p>3. To understand chronology</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms e.g. social, religious, political, technological and cultural). • 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.

	4. To communicate historically	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.
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