

YEAR 6

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| CHRONOLOGICAL UNDERSTANDING Aim 1, 2 | The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Past and Present ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. | Sequence events, artefacts/objects, photographs in order of time. Remember parts of stories and memories about the past. | Sequence events, artefacts/objects, photographs closer together in time. Remember parts of stories and memories about the past in increasing depth. Place events on a simple timeline , adding times previously studied. | Begin to use words and phrases such as century and decade to aid chronological understanding. Understand timelines can be divided in BC and AD. Place period of study onto timeline, adding times previously studied, beginning to use BC and AD | Place period of study onto timeline, adding times previously studied using BC and AD. Place events from a period of time into a timeline. Use words and phrases such as century, decade to aid chronological understanding. | Draw and place a timeline with different time periods outlined. Confidently use words and phrases such as century, decade to aid chronological understanding. | Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding. |
| COMMUNICATE HISTORICALLY Aim 3 | The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Introduce them to the words: chronology, chronological order and parliament. | Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Continue to gain understanding of words: chronology, chronological order, parliament and peasantry. | Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade. | Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade. | Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade. | Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade. |

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| <p>HISTORICAL CONCEPTS Aim 4</p> | <p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Cause and consequence: Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. Similarities and differences: Begin to identify similarities and differences between the past and present. Significance: Begin to identify who was important based on specific historical events.</p> | <p>Cause and consequence: Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. Similarities and differences: Identify similarities and differences between the past and present. Significance: Identify who was important based on specific historical events and begin to understand why.</p> | <p>Cause and consequence: Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Similarities and differences: Identify similarities and differences between ways of life in different periods. Significance: Identify who was important based on specific historical events and why.</p> | <p>Cause and consequence: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Similarities and differences: Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual. significance: Identify and begin to describe significant people and events in the period of study.</p> | <p>Cause and consequence: Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. Similarities and differences: Show an increased understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand and describe that some people, events and developments are seen as more significant than others.</p> | <p>Cause and consequence: Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). similarities and differences: Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p> |
| <p>HISTORICAL ENQUIRY Aim 5</p> | <p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p> | <p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p> | <p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p> | <p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p> | <p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p> | <p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.</p> |


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| <p>INTERPRETING HISTORY</p> <p>Aim 6</p> | <p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.</p> | <p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.</p> | <p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at representations of the period – museum, cartoon etc.</p> | <p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at representations of the period – museum, cartoon etc.</p> | <p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at representations of the period – museum, cartoon etc.</p> | <p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.</p> |
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COMPOSITES

Local History study of the Victorians

continue to develop a chronologically secure knowledge and understanding of British, local and world history
 note connections, contrasts and trends over time and develop the appropriate use of historical terms
 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
a local history study

COMPONENTS

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| | Can I use sources to find out about our school in the Victorian era? | Can I devise questions about our local history? | What impact did the industrial revolution have on Britain? | What impact did the railway have on Thanet? | How have views about the Powell-Cotton museum changed? | To develop a further understanding of what life was like in the Victorian period and the impact of changes that were made during the Victorian era. |
| <p>CONCEPTS</p> <p>T2 Concept Map</p>  | Similarities & Differences | | Similarities & Differences | Similarities & Differences | Similarities & Differences | To have a clear understanding of the similarities and differences of school, industrial revolution and values in the Victorian era and today. |
| | Community & Culture | Community & Culture | Community & Culture | Community & Culture | Community & Culture | To have developed an understanding on life in the Victorian era within the local community. |
| | | | Significance | | Significance | To understand why some developments and people are seen as more significant than others. |
| | | Organisation & Communication | | Organisation & Communication | | To develop an age appropriate understanding and produce work to evidence this. |

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| | | Cause & Consequence | | | Cause & Consequence | To understand how and why certain aspects of the Victorian era were deemed as acceptable during that period of time. |
| SKILLS | <p>Recognise primary and secondary sources and know how they are used to find information about the past. Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual.</p> <p>Devise, ask and answer more complex questions about the past, considering aspects of historical concepts.</p> <p>Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.</p> | <p>Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts.</p> | <p>Understand, describe and give reasons why some events, people or developments are seen as more significant than others. Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual.</p> | <p>Understand, describe and give reasons why some events, people or developments are seen as more significant than others. Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual.</p> | <p>Look at representations of the period – museum, cartoon etc. Understand, describe and give reasons why some events, people or developments are seen as more significant than others. Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual.</p> | <p>Children will have developed an understanding of life in the Victorian period and identify features of the Victorian era in the local area.</p> |
| KNOWLEDGE The Victorians Knowledge Organiser | To find out what our school was like during the Victorian era. | To understand what an omission is and create omissions and | To find information about the industrial revolution in the Victorian | To discuss the impact of the evolution of the local railway and the impact | To understand and address how views and values have | To describe and identify, using a range of sources a local study of the Victorian era. |

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| | | find them out on our local history. | era and the significance of these. | it had in the Victorian era. | changed since the Victorian times. | |
| LESSON LINK | T2 MTP T2 L1 | T2 MTP T2 L2 | T2 MTP T2 L3 | T2 MTP T2 L4 | T2 MTP T2 L5 | |
| PROGRESSIVE VOCABULARY | era time period century decade | era time period century decade | era time period century decade impact industrial revolution | era time period century decade impact evolution | era time period century decade values | Articulate and recognise subject specific vocabulary. |
| CURRICULUM EXPERIENCES | | | | | Trip- Powell-Cotton (local museum) | |
| END POINT | Able to research and identify what our school was like during the Victorian era. | Able to understand and create omissions of what is missing from the log books and report. | Able to understand the impact and significance of the industrial revolution. | Able to understand and recreate the positive and negative opinions of the evolution of the local railway. | To understand and identify how views and values have changed since the Victorian period. | |