



Year 6 History Curriculum Overview

The Big Picture

English has 300 million native speakers in countries across the globe. It is the third most spoken language (after Mandarin and Spanish) but is the most popular second language in the world. English is an evolving language that has changed constantly throughout the 1,500 years that it has been spoken. The story of how English has developed and grown, mirrors that of Britain and of today's global world.

In this unit, we want children to be able to embed their learning and apply their knowledge to understanding how English has changed due to its influences and invaders over the course of many years. An in-depth look at how language has developed will also allow children to understand the lasting impact any of these invaders have left with us.

Year 6 History –
The Story of English

NC objectives – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. Children will have studied significant people and be able to use historical language to explain this.

Children will be able to decide if sources are primary or secondary and will interrogate these sources. They will also understand what artefacts are and that they are often kept in museums.

Children will understand the monarchy and important figure heads within this – such as Queen Victoria during the Victoria Era.

Children will understand pre-history and how that developed into early civilisations like Ancient Egypt and Ancient Greece. Children will have also studied the history of Britain and will know how the Romans, Anglo-Saxons, Scots and Vikings impacted this. Children will have also studied a contrasting non-European civilisation and will have compared this to British History.

Key Unit Objectives

To know that the last invasion of Britain was in 1066.

To know that many place names have been influenced by invaders.

To be able to use chronology to order dates and time periods in British history.

To understand that writing would have been in 'runes' during the Anglo-Saxon time.

To compare Viking words to Anglo-Saxon words and use this to interpret similarities and differences.

To know what life was like following the invasion of William the Conqueror in Britain.

To know what the system of 'feudalism' entails.

To understand how Anglo-Saxon (Old English) became Anglo-Norman (French origin).

To know 'The Canterbury Tales' was the first story to be written in English.

To compare middle English to modern English and use this to interpret similarities and differences.

To know how language changed during Tudor times with works from William Shakespeare.

Key vocabulary and understanding for concept connectors

William the Conqueror invaded from Normandy, France in 1066 and defeated the Anglo-Saxon King, Harald.

William the Conqueror introduced a system called '**feudalism**'.

The Canterbury Tales was written in 1392 – 326 years after the **Normans** invaded.

William Shakespeare lived in the **Elizabethan Era** in **Tudor** times. The Elizabethan Era was that of **Queen Elizabeth I**, daughter of **Henry VIII**.

Key Texts

Beowulf

The Canterbury Tales – Geoffrey Chaucer

Works by William Shakespeare in line with English curriculum.

Use of non-fiction texts to use as sources.

Key Questions

How has English changed and who has influenced its changes?

What was 'The Canterbury Tales' and why was it important?

Who invaded Britain in 1066 and why was this important?



Year 6 History Curriculum Overview

The Big Picture

Throughout our understanding of history, advances in sciences and technology have transformed the world we live in and developed us into the sophisticated society we now live in. Without these advancements, invasions, and explorations, we may not have been as fortunate as we are today.

In this final unit, we want to teach our children how important inventions and discoveries were made in the past and the people whose ideas these were. We want children to understand how their local area has changed due to these inventions and discoveries and we hope to give them an aspiration that they too, could one day make a discovery that is taught to children years in the future.

Year 6 History –
What Price Progress?

NC objectives – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. Children will have studied significant people and be able to use historical language to explain this.

Children will be able to decide if sources are primary or secondary and will interrogate these sources. They will also understand what artefacts are and that they are often kept in museums.

Children will understand the monarchy and important figure heads within this – such as Queen Victoria during the Victoria Era.

Children will understand pre-history and how that developed into early civilisations like Ancient Egypt and Ancient Greece. Children will have studied the history of Britain and will know how the Romans, Anglo-Saxons, Scots and Vikings impacted this, along with how this impacted our language. Children will have also studied a contrasting non-European civilisation and will have compared this to British History.

Key unit objectives

To look throughout history for key inventions and place them chronologically.

To understand the importance of these inventions to modern day life.

To make reasoned arguments to evaluate the importance of these inventions.

To make reasoned arguments to decide on the most important era for inventions.

To name key inventors of different eras in time.

To learn about local inventors and how they have impacted our local area.

Final project

Children to create their own 'Great Exhibition'. Children will be able to choose an invention and inventor from throughout history and display its importance to society today. Children from across school can come and visit the exhibition and learn about these discoveries and link with their own learning.

Key vocabulary and understanding for concept connectors

The Wright Brothers invented the **aeroplane** and made the first successful human flight.

Thomas Edison invented the **light bulb and the motion picture camera**.

Alexander Graham Bell invented the **telephone**.

The Romans created the **first central heating system and roads**.

Ancient Sumer invented a system for **writing** in 3,500-3,000BC and are considered the first to have done this.

Liverpool inventor – **John Alexander Brodie** invented the first ever football goal net.

Key Questions

Name some famous inventors and their inventions. What was the importance of these?

What was the most important invention and why?

Key Texts

The imagination box – Martyn Ford

A series of Unfortunate Events – Lemony Snicket

Chitty Chitty Bang Bang – Ian Fleming

The invention of Hugo Cabret – Brian Selznick

Use of non-fiction texts to use as sources.