




LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 6

Subject: History

<p>Topic/ Unit Curriculum Strand</p> 	<p>Autumn: Study of an aspect or theme in British history beyond 1066 - WW2 and the Battle of Britain (1)</p>	<p>Spring: No history unit taught</p>	<p>Summer: Ancient Greece (2)</p>
<p>Chronological understanding</p>	<p>Children can...</p> <ul style="list-style-type: none"> Describe how the period studied fits with previously studied periods of history (1/2) Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same (1/2) Accurately use dates and appropriate historical terms to describe key events in the time period studied (1) Describe key social, religious, political, technological or cultural changes in a period of history (1/2) Explain the concepts of continuity and change over time, and contrast periods of rapid change and relatively little change in history, beginning to suggest why some periods see such rapid change (1/2) <p>Children know...</p> <ul style="list-style-type: none"> Key events in WW2 and the dates they happened (1) The significance of WW2 and the Battle of Britain in British history (1) The achievements of Ancient Greece and their influence on the western world (2) 		
<p>Historical terms and concepts</p>	<p>Children can...</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (1/2) Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world (2) Describe the social, ethnic, cultural or religious diversity of past society (2) Explain the causes and consequences of great events on the time periods studied, and explain how some aspects of these events have had an impact elsewhere in the world - for example, the events and leaders involved in the start of WW2 (1) Use and understand appropriate historical vocabulary to communicate information such as dictator, parliament, propaganda, legacy (1/2) Communicate knowledge and understanding in a variety of ways - debates, discussions, role play and different genres of writing including recounts, reports, poems, adverts, diaries and posters (1/2) <p>Children know...</p> <ul style="list-style-type: none"> Some of the politics leading to and during WW2 in Europe, including key leaders such as Hitler and Churchill, and the axis and allies powers (1) The impact Britain has had on the world, in the context of WW2 (1) What it was like living during WW2 for men, women and children, including traditional family roles, air raids and evacuation (1) What happened in the Battle of Britain and the impact it had on the rest of the war (1) What different societies (Athenian and Spartan) were like in Ancient Greece (2) The influence Ancient Greece had on the development of the western world, and on Britain today (2) 		
<p>Historical enquiry</p>	<p>Children can...</p> <ul style="list-style-type: none"> Answer historical questions, using information and evidence that they have carefully considered and selected, giving reasons for the choices they have made (1/2) Explain the difference between primary and secondary sources, and how this can affect their reliability and accuracy (1/2) Explain why using more than one source of evidence gives us a better understanding of the past (1/2) Evaluate the usefulness and accurateness of different sources of evidence, and select the most appropriate source of evidence for particular tasks (1/2) Explain why we don't know as much about some civilisations as we do others (2) <p>Children know...</p>		

	<ul style="list-style-type: none"> • That different evidence will lead to different conclusions about historical events and people (1/2) • Some ways to identify whether a source is accurate or reliable (1/2) • Examples of historical evidence from Ancient Greece, and what this evidence tells us about life then (2)
<p>Historical perspectives / interpretations of History</p>	<p>Children can...</p> <ul style="list-style-type: none"> • Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways (1) • Question and debate historical sources, carefully analysing factors influencing the veracity of the source (1/2) • Debate key historical questions from both sides of the argument as well as fairly critiquing the other side of the debate (2) • Form their own well-reasoned opinion on a topic following consultation with multiple sources while questioning their reliability (1/2) • Explain bias in historical sources including propaganda (1) <p>Children know...</p> <ul style="list-style-type: none"> • That historians must understand the social context of evidence studied (1/2) • The importance of studying multiple sources to build up an accurate picture of the past (1/2) • How and why propaganda was used in WW2, and how this affects the reliability of sources from WW2 (1)