Key Learning in History Years 5 and 6

Year 5	Key Skills: Chronology Events, People and Changes Communication Enquiry, Interpretation and Using Sources
Autumn 1 – Earth and Space	**The Space Race** Show their chronologically secure knowledge by studying, in-depth, different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Show their knowledge and understanding of local, national and international history by understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Black History Week	**Black History Week: The Benin Bronzes** Show their chronologically secure knowledge by identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Show their knowledge and understanding of local, national and international history by beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
Autumn 2- The Great War	**The Great War** Show their chronologically secure knowledge by knowing and understanding the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Show their chronologically secure knowledge by studying, in depth, different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Show their chronologically secure knowledge by analysing connections, trends and contrasts over time. Show their knowledge and understanding of local, national and international history by gaining historical perspective by placing their growing knowledge into different contexts…between cultural, economic, military, political, religious and social history. Show their knowledge and understanding of local, national and international history by beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.

	Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Spring 1- The Amazon	
Spring 2- Ancient Egypt	**Ancient Egypt** Show their chronologically secure knowledge by sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Show their chronologically secure knowledge by identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Show their chronologically secure knowledge by studying, in depth, different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Show their knowledge and understanding of local, national and international history by understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Summer 1 and 2- The Tudors	**The Tudors (local history)** Show their chronologically secure knowledge by sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Show their chronologically secure knowledge by knowing and understanding the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Show their chronologically secure knowledge by studying, in depth, different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Show their knowledge and understanding of local, national and international history by establishing a narrative showing connections and trends within and across periods of study. Show their knowledge and understanding of local, national and international history by presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.

	Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries.

Year 6	Key Skills: Chronology Events, People and Changes Communication Enquiry, Interpretation and Using Sources
Autumn 1- Darkness and Light Black History Week	**Victorian Preston** Show their chronologically secure knowledge by knowing and understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Show their knowledge and understanding of local, national and international history by establishing a narrative showing connections and trends within and across periods of study. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to recognise why some events, people and changes might be judged as more historically significant than others. **Black History Week: Harriet Tubman and the Atlantic Slave Trade** Show their chronologically secure knowledge by identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Show their knowledge and understanding of local, national and international history by understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Autumn 2- The Golden Age	**Early Islamic Civilization** Show their chronologically secure knowledge by identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Show their chronologically secure knowledge by studying, in depth, different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Show their knowledge and understanding of local, national and international history by understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Show their knowledge and understanding of local, national and international history by beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries.

Spring 1- Survival	**Shackleton** Show their chronologically secure knowledge by identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Show their knowledge and understanding of local, national and international history by gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Produce detailed, structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
Spring 2- It's a Mystery	**Deciphering our local past** Show their chronologically secure knowledge by knowing and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Show their knowledge and understanding of local, national and international history by gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
Summer 1 and 2- Faster, Higher, Stronger	**Ancient Greece** Show their chronologically secure knowledge by sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Show their chronologically secure knowledge by studying, in depth, different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability). Show their chronologically secure knowledge by analysing connections, trends and contrasts over time. Show their knowledge and understanding of local, nation and international history by understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Show their knowledge and understanding of local, nation and international history by establishing a narrative showing connections and trends within and across periods of study. Show their knowledge and understanding of local, nation and international history by presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to recognise why some events, people and changes might be judged as more historically significant than others.