

History

National Curriculum Programme of Study

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip the pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the processes of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

Through the teaching of history we aim to ensure that all pupils :

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day;*
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;*
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies, achievements and follies of mankind;*
- gain and deploy a historically grounded understanding of abstract terms such as: empire, civilisation, parliament and peasantry;*
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and to use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;*
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;*
- gain historical perspective by placing their growing knowledge between local, regional, national and international history as well as between cultural, economic, military, political, religious and social history and finally between short- and long-term timescales.*

Year 6 - Autumn Term: Technology with a focus on the railways

Key knowledge	Key skills
Pupils will learn: • Three or more Victorian inventions. • The names of different types of transport through the ages. • Features of what makes something successful • The results of the growth of the railways. • Why Bletchley Park was important. • What life was like as a codebreaker at Bletchley Park. • How the work at Bletchley Park had an impact on the events of World War 2.	Pupils will learn how to: • Use dates to place inventions in chronological order. • Describe/explain the significance of at least one invention. • Explain ideas using simple evidence to support. • Use sources to find out about Isambard Kingdom Brunel, his life and work and the significance of his work on the development of Britain's railways. • Make observations about an image. • Annotate a source to show a route.

Year 6 - Spring Term: Crime and Punishment through the ages (breadth study)

Key knowledge	Key skills
Pupils will learn: • The definition of a crime and how criminals have been portrayed in history. • The types of crimes that took place in the Roman period. • The punishments for certain crimes in the Roman period. • How the legal system worked in Anglo-Saxon Britain. • The types of crimes that were prevalent in Tudor Britain and the punishments. • The types of crimes in Victorian Britain and why these were prevalent during this period. • The punishments in Victorian Britain and why these existed. • That the development of the police force was introduced during the Victorian period and its significance today.	Pupils will learn how to: • Use information to describe similarities and differences between the Roman, Anglo-Saxon and modern day legal systems in Britain • Extract relevant information to find out about Dick Turpin and explain why he was a significant figure in Stuart Britain • Use information to describe the similarities and differences between the Victorian justice system, the Roman and Anglo-Saxon justice system and the justice system in modern Britain.

Year 6 - Summer Term: Were People of the Past Stupid?

Key knowledge	Key skills
Pupils will learn: • How human waste and drinking water were supplied or discarded during human history. • How the home was full of dangers such as arsenical wallpaper and flammable materials. • How the Medieval artist could paint, draw and sculpt human likenesses. • How smoking was considered good for you from the 17th century (1600s) and into the 20th century (1900s). • Tobacco was believed to 'cure' a number of illnesses including asthma. • Georgian fashion used a range of dangerous chemicals and compounds • Georgian fashion used the hair of dead animals. • Radium was used in a range of products in the late 1800s and early 1900s that caused illness, cancers and death. • Radium is used to fight cancer. • People's understanding, or actions changed based on their beliefs, knowledge and understanding of the world around them and that people of the past were not stupid. • How progress is not always a linear process.	Pupils will learn how to: • Use sources to extract relevant information. • Give an opinion and use evidence to support your opinion. • Plan, write and edit a piece of writing showing an understanding of structure and use of sources.