



St Laurence's CE Primary School  
History Long Term Plan  
Year: 6  
Academic Year: 2021 - 2022



Autumn 1 Ludlow Architecture	Autumn 2 Vikings	Spring 1 Victorians	Spring 2 Mayan Civilisation	Summer 1	Summer 2
<p><b>Historical interpretations</b></p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p><b>Historical investigations</b></p> <p>recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p><b>Historical interpretations</b></p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p> <p><b>Historical investigations</b></p> <p>recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b>Chronological understanding</b> order an increasing number of significant events, movements and dates on a timeline using dates</p>	<p><b>Historical interpretations</b></p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p><b>Historical investigations</b> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; <b>Chronological understanding</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; <b>Knowledge and understanding of events, people and changes in the past</b> use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p>	<p><b>Historical interpretations</b></p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p> <p><b>Historical investigations</b> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b>Chronological understanding</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to</p>	<p>Key Content &amp; Skills</p>	<p>Key Content &amp; Skills</p>



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	<p>accurately;          accurately use dates and terms to describe historical events;          understand and describe in some detail the main changes to an aspect in a period in history;</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people;          use appropriate historical terms such as culture, religious, social, economic and political when describing the past;          examine causes and results of great events and the impact these had on people;          describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>		<p>describe historical events;          understand and describe in some detail the main changes to an aspect in a period in history;          understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people;          use appropriate historical terms such as culture, religious, social, economic and political when describing the past;          examine causes and results of great events and the impact these had on people;          describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>		
<p><u>Vocabulary:</u>          timber framed, fortification, jetty, jutting, market hall</p>	<p><u>Vocabulary:</u>          Viking, period, a long time ago, Viking raids, longboat, prow, rigging, Norseman, warrior, monastery, settlement, eg Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik, invade, settle, emigration, immigration, refugee, conquest.</p>	<p><u>Vocabulary:</u>          tin bath, mangle, poverty, cup and ball, cane, pop gun, soap, stuffed bear, inventions, blackboard, factory, mining, Queen Victoria, chimney sweep, Charles Dickens, Thomas Edison, steam train, camera, top hat, washboard, telephone, Dr Barnado, Prince Albert, post box, period, era monarchy,</p>	<p><u>Vocabulary:</u>          Monument temple jungle pyramid ocelot jaguar priest warrior king codices calendar astronomy stelae hieroglyphs corn cacao beans chili</p>	<p><u>Vocabulary:</u></p>	<p><u>Vocabulary:</u></p>