

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

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



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



	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; Knowledge and understanding of events, people and changes in the past 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.		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. Knowledge and understanding of events, people and changes in the past 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.		
Vocabulary: timber framed, fortification, jetty, jutty, market hall	Vocabulary: 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.	Vocabulary: 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,	Vocabulary: Monument temple jungle pyramid ocelot jaguar priest warrior king codices calendar astronomy stelae hieroglyphs corn cacao beans chili	Vocabulary:	<u>Vocabulary</u> :