



St Laurence's CE Primary School
History
Long Term Plan
Year 6



Autumn 1	Autumn 2 What does the architecture of Ludlow tell us about its history?	Spring 1	Spring 2 How did Ludlow change in the Victorian era?	Summer 1	Summer 2 What do the pyramids tell us about the Mayan Civilisation?
	<p>Historical interpretations</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>Historical investigations</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>Chronological understanding order an increasing number of</p>		<p>Historical interpretations</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>Historical investigations recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>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;</p> <p>Chronological understanding</p> <p>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;</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p>		<p>Historical interpretations</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>Historical investigations recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>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>Chronological understanding order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p>



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	<p>significant events, movements and dates on a timeline using dates 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>Knowledge and understanding of events, people and changes in the past</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>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; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and understanding of events, people and changes in the past</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> Settlement Religion Norman Tudor Georgian fortified town toll gate</p>		<p><u>Vocabulary:</u> Empire Religion Industrialisation Social Class Philanthropist Workhouse Urbanisation Monarchy</p>		<p><u>Vocabulary:</u> Civilisation Empire Codex glyphs ziggurats sacrifice Mesoamerica</p>
	<p><u>Assessment Against the National Curriculum</u></p> <p>"a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)"</p>		<p><u>Assessment Against the National Curriculum</u></p> <p>"a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066"</p>		<p><u>Assessment Against the National Curriculum</u></p> <p>"a non-European society that provides contrasts with British history – Mayan civilization c. AD 900"</p>