



# St Mary's Catholic Junior School

## Year 6

### History Long Term Plan



Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
	Mayans			WWII	Local study – The impact of the First and Second World Wars on Newton-le-Willows

CURRICULUM DOCUMENT			
Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 – World War II.</p> <p>Describe key aspects of a non-European society – the Mayans.</p> <p>Demonstrate knowledge of aspects of history significant in their locality – how World Wars I and II affected Newton-le-Willows.</p>	<p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Describe the impact of historical events and changes.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings.</p>

**CURRICULUM ENTITLEMENT**

	<b>Key Historical Knowledge</b>	<b>Vocabulary</b>	<b>Assessment Criteria – ‘Can I...? statements’</b>
<b>Mayans</b>	<ul style="list-style-type: none"> <li>• Use of pyramids</li> <li>• Use of calendars</li> <li>• Their beliefs</li> <li>• Their use of maths and English</li> <li>• Where the Mayans came from</li> </ul>	Artefact Calendar Civilization Dynasty Empire Hieroglyphics Kingdom Maize Temple Tomb worship	<ul style="list-style-type: none"> <li>• Can I use dates and a wide range of historical terms when sequencing events and periods of time?</li> <li>• Can I develop chronologically secure knowledge of the events and periods of time studied?</li> <li>• Can I analyse links and contrasts within and across different periods of time including short-term and long-term time scales?</li> <li>• Can I regularly address and sometimes devise historically valid questions and hypotheses?</li> <li>• Can I give some reasons for contrasting arguments and interpretations of the past?</li> <li>• Can I describe the impact of historical events and changes?</li> <li>• Can I recognise that some events, people and changes are judged as more significant than others?</li> <li>• Can I acknowledge contrasting evidence and opinions when discussing and debating historical issues?</li> <li>• Can I use appropriate vocabulary when discussing, describing and explaining historical events?</li> <li>• Can I construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms?</li> <li>• Can I choose the most appropriate way of communicating different historical findings?</li> <li>• Can I describe key aspects of a non-European society – the Mayans?</li> </ul>
<b>WWII</b>	What time period did the war happen in? Who was involved? Major events in the war Important people during the war	Axis power Ally power Blitz Evacuee Rationing Refugee Invasion	<ul style="list-style-type: none"> <li>• Can I use dates and a wide range of historical terms when sequencing events and periods of time?</li> <li>• Can I develop chronologically secure knowledge of the events and periods of time studied?</li> <li>• Can I analyse links and contrasts within and across different periods of time including short-term and long-term time scales?</li> </ul>

		Chancellor Home guard Holocaust	<ul style="list-style-type: none"> <li>• Can I regularly address and sometimes devise historically valid questions and hypotheses?</li> <li>• Can I give some reasons for contrasting arguments and interpretations of the past?</li> <li>• Can I describe the impact of historical events and changes?</li> <li>• Can I recognise that some events, people and changes are judged as more significant than others?</li> <li>• Can I acknowledge contrasting evidence and opinions when discussing and debating historical issues?</li> <li>• Can I use appropriate vocabulary when discussing, describing and explaining historical events?</li> <li>• Can I construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms?</li> <li>• Can I choose the most appropriate way of communicating different historical findings?</li> <li>• Can I demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 – World War II?</li> </ul>
<b>Local study –  The impact  of the First  and Second  World Wars  on Newton-  le-Willows</b>	<ul style="list-style-type: none"> <li>• Who went to war in Newton-le-Willows?</li> <li>• How do we remember them?</li> <li>• What is left behind in Newton from the war?</li> <li>• How has the area changed – good/bad</li> </ul>	Blitz Cenotaph Wargrave Remembrance Victoria Cross Norman Harvey	<ul style="list-style-type: none"> <li>• Can I use dates and a wide range of historical terms when sequencing events and periods of time?</li> <li>• Can I develop chronologically secure knowledge of the events and periods of time studied?</li> <li>• Can I analyse links and contrasts within and across different periods of time including short-term and long-term time scales?</li> <li>• Can I regularly address and sometimes devise historically valid questions and hypotheses?</li> <li>• Can I give some reasons for contrasting arguments and interpretations of the past?</li> <li>• Can I describe the impact of historical events and changes?</li> <li>• Can I recognise that some events, people and changes are judged as more significant than others?</li> <li>• Can I acknowledge contrasting evidence and opinions when discussing and debating historical issues?</li> <li>• Can I use appropriate vocabulary when discussing, describing and explaining historical events?</li> </ul>

			<ul style="list-style-type: none"><li>• Can I construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms?</li><li>• Can I choose the most appropriate way of communicating different historical findings?</li><li>• Can I demonstrate knowledge of aspects of history significant in their locality – how World Wars I and II affected Newton-le-Willows?</li></ul>
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