

## Beaconsfield Primary School Curriculum Overview

Subject: History	Year Group: 6
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Autumn	Spring	Summer
<b>Unit: WINSTON'S WORLD WAR II</b>	<b>Unit: EXCITING EGYPTIANS</b>	<b>Unit: THE GREATEST GREEKS</b>
Enquiry question: <i>How did World War II impact on British life?</i>	Enquiry question: <i>Why did Ancient Egypt last for three thousand years?</i>	Enquiry question: <i>How do we know so much about the Ancient Greeks who lived over 2,500 years ago?</i>
<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>To describe historical events in details noticing significant people, key dates as well as identify what happened at the same time in different parts of the world.</li> <li>To use documents, printed sources (<i>e.g. archive materials</i>) the Internet, pictures, photographs, speeches, artefacts, historic buildings, visits to museums (Battle of Britain museum) to collect evidence about the past.</li> <li>To appreciate why Britain would have been an important country to have invaded and conquered (Battle of Britain)</li> <li>To suggest causes and consequences of some of the main events and changes in history (Adolf Hitler - chancellor of Germany in 1933)</li> <li>To use relevant dates and terms on timeline in relation to other studies</li> <li>To understand that some evidence from the past is propaganda and that this affects interpretations of history (women during WWII)</li> <li>To understand the difference between primary and secondary source.</li> <li>To give a broad overview of life in Britain and include some major events from the rest of the world.</li> </ul>	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>To use dates and historical terms accurately and describe the main changes in a period in history.</li> <li>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>To communicate their knowledge and understanding through Art and English</li> <li>To understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history.</li> </ul>	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>To understand that no single source of evidence gives the full answer to questions about the past.</li> <li>To use different sources of evidence (primary and secondary) to deduce information about the past.</li> <li>To give a broad overview of life in Greece and include some major events from the rest of the world.</li> <li>To present secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>To use dates and terms accurately in describing events.</li> <li>To use appropriate vocabulary in order to communicate historically.</li> </ul>

