

History Year 6	
Know and understand the history of these islands	<ul style="list-style-type: none"> • Settlement by Anglo-Saxons and Scots • Viking and Anglo-Saxon struggle for the Kingdom of England
Know and understand significant aspects of the history of the wider world	
These are National Curriculum statements	These can be used on curriculum star grids
<p>Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p>Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p><i>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</i></p>	<ul style="list-style-type: none"> • Demonstrate secure chronological knowledge by placing periods studied in Y1-Y6 on a timeline • Use secure substantive knowledge to explain beliefs and attitudes in terms of why people might have had those ideas
<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> • Use a range of historical terminology confidently and accurately • Use secure substantive knowledge to identify trends over time within and across previous periods studied
<p>Identify similarities and differences between ways of life in different periods</p> <p>Address and devise historically valid questions about similarity and difference</p> <p><i>In KS2, Y3 and Y5 will focus on similarity and difference.</i></p>	
<p>Understand changes within living memory</p> <p>Address and devise historically valid questions about change and cause</p> <p><i>In KS2, Y4 and Y6 will focus on change and cause.</i></p>	<ul style="list-style-type: none"> • Use secure substantive knowledge to identify connections between causes • Use secure substantive knowledge to grasp that changes can happen quickly and be reversed • Use secure substantive knowledge to recognise that not all change is welcomed by everyone and that people can be affected differently • Use secure substantive knowledge to explain consequences in terms of immediate effects and longer-term effects • Use secure substantive knowledge to recognise that some changes can lead to others
<p>Understand significant historical events, people and places in their own locality</p> <p>Address and devise historically valid questions about significance</p> <p><i>In KS2, Y3 and Y5 will focus on significance.</i></p>	

<p>Identify different ways in which the past is represented</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p><i>In KS2, Y4 and Y6 will focus on different interpretations of a range of sources.</i></p>	<ul style="list-style-type: none"> Understand how and why interpretation of historical events and periods can change over time based on the sources available
<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><i>When children have developed secure substantive knowledge of a time period, they will carry out at least one enquiry per unit. They will create their own enquiry question, although creating the question may be guided by the teacher e.g. focus on a specific topic or based upon specific sources available.</i></p>	<ul style="list-style-type: none"> Know how historians use the historical method to research and make historical claims Know why historians may have different interpretations of the same event
<p>Note connections, contrasts and trends over time</p>	<ul style="list-style-type: none"> Use secure substantive knowledge to identify connections, contrasts and trends over time within historical enquiries relating to one of the key whole-school themes
<p>Create own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> Use provisional and tentative language in own accounts Recognise the danger of over-generalising in own accounts
<p>Greater Depth</p>	<ul style="list-style-type: none"> Show initiative in their research e.g. independently find and interpret sources which they believe to be useful in their enquiries Independently make connections and apply ideas from previous learning, or learning from outside school Identify information that the available sources do not reveal
<p>Key Themes</p>	<ul style="list-style-type: none"> Leadership and Democracy Conflict
<p>Diversity</p>	<ul style="list-style-type: none"> Shield-maidens- Female Viking Warriors Contrasting experiences of Charles Darwin and Mary Anning

<p>Defined End Point</p> <p>Know how historians use the historical method to construct informed responses to historical enquiries based around change and cause, noting connections, contrasts and trends over time.</p>
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Key Stage 1 National Curriculum Subject Content
Key Stage 2 National Curriculum Subject Content
Aims of the National Curriculum

	Themes
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Area of Study and Key Figures	Chronology / Enquiry	Conflict	Leadership and Democracy
Settlement by Anglo-Saxons and Scots King Vortigern Hengist Horsa	iconic belief attitude relative importance reasoned argument immediate consequence longer-term consequence interpretation gloss conclusion worthiness provisional tentative	Picts Scots Saxons Angles Britons Kingdom Jutes Franks Frisians Germanic border external	
Viking and Anglo-Saxon struggle for the Kingdom of England Alfred the Great Offa of Mercia King Athelstan Harold Godwinson	over-generalise motive Anglo-Saxon Chronicle	push factor pull factor migrate plunder battlefield brutality loot savage invade settle coastal expedition pillage heathen raid conquest voyage overwinter Valhalla	war-chief cyning ruling family bretwalda outlaw fines weregild blood feud border chieftain aristocracy slave karl jarl danelaw

Ideas for Historical Enquiry Questions	
Settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon struggle for the Kingdom of England
Why did the Saxons invade?	Why did the Vikings leave their homeland?
Why did the Saxons convert to Christianity?	Why do the Vikings have such a bad reputation?
How do we know the Saxons became Christians?	How close did the Vikings come to taking over Britain?
Who was found at Sutton Hoo? (Link to leadership)	How have recent excavations changed our view of the Vikings?
	What really happened at Lindisfarne?
	Were all Vikings raiders? (Link to status)