

Year 6	History		
KS2 Objectives	Autumn 12 Lessons	Spring 12 Lessons	Summer 12 Lessons
	A Study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066	A Local History Study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality) -	Ancient Greece – A study of Greek Life and their achievements and their influence on the western world
Focus	(a significant turning point in British History) - Suffragettes Trips: Parliament	East Cowes in WW2	Ancient Greece
Continue to develop a chronologically secure knowledge and understanding of local, British & World history	To know when and why the suffragette movement started, who its key members were and the locations of the countries involved.	To know when and why WW2 started, who its leaders were and the locations of the countries involved.	To know where and when the Ancient Greek civilisation existed and order significant events from this period on a timeline. Compare to other global historical events of the time.
Establish clear narratives within and across the periods they study	To describe the significance of the suffragette movement to women at the time, at the consequences of some of their actions.	To describe the significance of some of the major events in East Cowes and the reasons behind them, including ORP Blyskawica.	To explain in brief the emergence, development and conclusion of the Greek empire and how it fits in with other global civilisations.
Note connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)	To know and correctly use the terms used to describe the historical events of the suffragettes, including parliament, suffrage, cat and mouse act, Representation of the People Act 1918, Representation of the People Act (Equal Franchise) 1928.	To know and correctly use the terms used to describe the historical events of WW2, including invasion, occupation, D-Day, blitz, alliance, allied, code breaking, decipher.	To know about the Greek Empire and how it was established and maintained, and how it compares to previous early civilisations studied (e.g. Ancient Egypt/ Ancient Rome).
Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.	To ask and answer more complex questions about the significance of the actions of the suffragettes on the world and women today and what life would be like now for women if they hadn't fought for equality.	To ask and answer more complex questions about the significance of ORP Blyskawica in the defence of East Cowes, and the code breakers at Bletchley Park and what the consequences would have been had it not been docked here or the codes had not been deciphered.	To ask and answer more complex questions about what caused the development of the Ancient Greek culture, the global consequences of its emergence and the significance of key differences such as the Olympics, writings, and myths and legends.
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	To use a range of reliable historical evidence to argue the significance of the suffragettes on both Britain and the wider world and why it is important to remember those who fought for equality.	To use a range of reliable historical sources to argue the significance of the code breakers in both British and European history and why it is important to remember those who fought for our freedom.	To use a range of reliable historical evidence to explain how the academic and sporting achievements of the ancient Greeks influenced the modern western world.
Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretations	To explore, discuss and compare sources, evidence and contrasting arguments for equality.	To explore and discuss the wide range of sources available that contribute to our knowledge about the impact of WWII on East Cowes and the part the code breakers played.	To compare a range of texts that help us to picture life in the past. To know which types of evidence sources are the most important to our knowledge.
Know and understand how people's lives and world events have shaped Britain	To know about understand the role of the suffragettes across the world.	To understand the role the code breakers played in winning the war, including the location from which this was done and the secrecy surrounding it.	To know about the Greek Empire and its impact on the wider world, including Britain (e.g. language, maths, art etc.).
Know and understand how Britain has influenced the wider world	To know and understand how the suffragettes in Britain influenced equality in the wider world.	To discuss the role of Britain in WW2 and the significance of its contribution to the other countries involved.	

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HC Confidence /Aspiration /Resilience / Spirituality	Confidence – to stand up for equality Aspiration – to make a significant difference to the lives of others Resilience – to keep going when you keep getting knocked back	Confidence – to stand up for what is right Aspiration – to contribute to the greater good Resilience – to keep going until a solution is found	Aspiration – to make a significant contribution