

History Year 6 SOL

Y6	1.1	<p>WDIKA</p> <p>Why was the world at war?</p> <p>I can use relevant dates and terms</p>	<p>Why Britain declared War on Germany in 1939</p> <p>I can link sources and work out how conclusions were arrived at</p>		<p>Research the Battle of Britain and the Blitz</p>	<p>How people lived during the war</p>		<p>Assessment</p>	<p>Understand Semitism and genocide and how the British lived during WW2</p>	<p>Blitz, evacuee, refugee, rationing, propaganda, Luftwaffe, home guard, memorial, air raid shelter, blackout, D-Day, Air Force, withdrawal</p>
	<p>I can place current study on time line in relation to other studies</p> <p>I can use relevant dates and terms</p> <p>I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>I can compare beliefs and behaviour with another period studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation</p> <p>I can link sources and work out how conclusions were arrived at</p> <p>I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out</p>									
	1.2	<p>WDIKA</p> <p>What happens after a war?</p>	<p>The aim and introduction of the welfare state after WW2</p>		<p>Research the Swinging Sixties</p>	<p>Key events from different decades since the 1930s</p>		<p>Assessment</p>	<p>How Britain flourished and developed in the post-war years.</p>	<p>legacy, decade, century, chronology, artefacts, Era, continuity and change, timeline, period, innovation, cultural change</p>
<p>I can use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>I can sequence up to ten events on a time line</p>										

Y6	Y6 do not teach a History Unit in Term 2
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Yr6	3.1	WDIKA Ancient Greece	Explore golden age of Ancient Greece-Athens and Sparta.	Study the impact of architecture, science, literature and government	Democracy – Did the Greeks invent government?		The legacy of the Ancient Greeks.	State, democracy, empire, monarchy, citizens, slaves
	I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings							
	3.2	WDIKA Greek Soldiers What is a Hoplite?	The Spartan state soldier – Famous battle	Significant Person : Alexander the Great	How did the Olympic games begin?	The legacy of the Olympics	To understand why people from the past become significant because of the changes they instigated to benefit society.	Hoplite, Thermopylae, conqueror, invasion, myth and temple. Stadium, marathon
I can compare beliefs and behaviour with another period studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation								

	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> I can place current study on time line in relation to other studies I know and sequence key events of time studied I can use relevant terms and periods labels I can relate current studies to previous studies I can make comparisons between different times in history 	<ul style="list-style-type: none"> I can place current study on time line in relation to other studies C1 I can use relevant dates and terms C2 I can sequence up to ten events on a time line C3
Knowledge	<ul style="list-style-type: none"> I can study different aspects of life of different people – differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period I can study an ancient civilization in detail 	<ul style="list-style-type: none"> I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings K1 I can compare beliefs and behaviour with another period studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation K2 I know key dates, characters and events of time studied I can compare and contrast ancient civilisations K3
Interpretation	<ul style="list-style-type: none"> I can compare accounts of events from different sources. Fact or fiction I can offer some reasons for different versions of events 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I1 I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I2 I am aware that different evidence will lead to different conclusions I am confident when using the library and internet for research I3
Enquiry	<ul style="list-style-type: none"> I can to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can select relevant sections of information I am confident in using the library and e-learning for research 	<ul style="list-style-type: none"> I can recognise primary and secondary sources E1 I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out E2 I can bring knowledge gathering from several sources together in a fluent account E3
Organisation and Communication	<ul style="list-style-type: none"> I can fit events into a display, sorted by theme or time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms I can work independently and in groups to discuss and record historical information, showing initiative 	<ul style="list-style-type: none"> I can select an aspect of study to make a display OC1 I can use a variety of ways to communicate knowledge and understanding including extended writing OC2 I can plan and carry out individual investigations OC3