

Manor Primary School
Autumn Term Year 6 History
The Exciting Egyptians

Overview of the Learning:

In this unit children will study the key features, including the everyday lives of men, women and children of Ancient Egypt. Children will develop their understanding of the achievements of the earliest civilizations.

Core Aims

- know and understand how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and

Pupils should be taught

Chronological understanding

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

Children should:

- find out about ideas, beliefs, attitudes, behaviour and characteristics of people, recognising that views and feelings can differ.
- identify and describe reasons for, and results of key historical events, situations and changes in Ancient Egypt
- describe, compare and make links between the main events, situations, behaviour and changes in Ancient Egypt- work out how conclusions were arrived at.

Historical interpretation and Enquiry

Children should be able to:

- to ask perceptive questions, select and record relevant information
- identify the different ways the past is represented and to give reasons for this
- recognise primary and secondary sources
- use a range of sources of information to weigh evidence, sift arguments and develop perspective and judgment.
- Consider ways of checking the accuracy of interpretations, whether they are fact or fiction

Organisation and communication

Manor Primary School



between short- and long-term timescales.

Pupils should be able to:

- recall, select and organise historical information from several sources in a fluent account
- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

Expectations

Children can:

- know and understand how Britain been influenced by the wider world
- know and understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts,
- understand the connections between national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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Manor Primary School
Spring Term Year 6
Victorian Children

Overview of the Learning:

In this unit children will study the key features, including the everyday lives of men, women and children of Children will develop their understanding of the achievements of the earliest civilizations.

Core Aims

- know and understand how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international

Pupils should be taught

Chronological understanding

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

Children should:

- find out about ideas, beliefs, attitudes, behaviour and characteristics of people, recognising that views and feelings can differ.
- identify and describe reasons for, and results of key historical events, situations and changes in Ancient Egypt
- describe, compare and make links between the main events, situations, behaviour and changes in Ancient Egypt- work out how conclusions were arrived at.

Historical interpretation and Enquiry

Children should be able to:

- to ask perceptive questions, select and record relevant information
- identify the different ways the past is represented and to give reasons for this
- recognise primary and secondary sources
- use a range of sources of information to weigh evidence, sift arguments and develop perspective and judgment.
- Consider ways of checking the accuracy of interpretations, whether they are fact or

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history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

fiction

Organisation and communication

Pupils should be able to:

- recall, select and organise historical information from several sources in a fluent account
- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

Expectations

Children can:

- know and understand how Britain been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts,
- gain an understanding of the connections between national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Manor Primary School Summer Term Year 6

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The Mayan Civilisation- Non European Society

Overview of the Learning:

In this unit children will study the key features, including the everyday lives of men, women and children of the Mayan Civilisation. Children will develop their understanding of the achievements of the earliest civilisations.

Core Aims

- know and understand how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'sacrifice', 'civilisation', 'parliament' and 'hierarchy'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should be taught

Chronological understanding

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

Children should:

- find out about ideas, beliefs, attitudes, behaviour and characteristics of people, recognising that views and feelings can differ.
- identify and describe reasons for, and results of key historical events, situations and changes in Maya
- describe, compare and make links between the main events, situations, behaviour and changes in Mayan Civilisation- work out how conclusions were arrived at.

Historical interpretation and Enquiry

Children should be able to:

- to ask perceptive questions, select and record relevant information
- identify the different ways the past is represented and to give reasons for this
- recognise primary and secondary sources
- use a range of sources of information to weigh evidence, sift arguments and develop perspective and judgment.
- Consider ways of checking the accuracy of interpretations, whether they are fact or fiction

Organisation and communication

Pupils should be able to:

- recall, select and organise historical information from several sources in a fluent account

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- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

Expectations

Children can:

- know and understand how Britain been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'sacrifice', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts,
- gain an understanding of the connections between national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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