



Progression of Knowledge History – Year 6

National Curriculum coverage – Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Local history – How did the second world war change Portchester?

A local history study

A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066

- A study over time tracing how several aspects of national history are reflected in the locality
- A significant turning point in British history, World War 2

Crime and Punishment - How has crime and punishment in Britain changed throughout the ages?

A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066

- Changes in an aspect of social history, such as crime and punishment from the Romans to the present

Question: How did the second world war change Portchester? – Local history

Substantive knowledge (what we want children to know and remember)

- Children know the dates of WW2 and the understand the reasons for WW2 and the countries involved and can identify WW2 on a timeline in relation to other important events learnt about previously
- Children can use maps to locate the position of Portchester and Portsmouth and how bombing affected these areas
- Children know what the blitz was and how it affected the people of Portchester
- Children know what evacuation was and how it affected the people of Portchester
- Children know the significance of Southwick in WW2 and where Southwick is in relation to Portchester
- Children know about rationing and how it affected the people of Portchester
- Know about slogans and propaganda and how it affected people of Portchester

- Children know about VE day, its significance and how it was celebrated in Portchester

Disciplinary knowledge (based on the HIAS AREs)

Y6 Chronology – Can accurately place periods of time in chronological order

Y6 Cause and consequence – can explain the cause and consequences of events and make links

Y6 Continuity and change – Understand that changes in different places and periods can be connected

Y6 Historical significance – Can make judgements about historical significance and recognise that historical significance varies over time and by those describing them

Y6 Historical enquiry – Can question source reliability, considering why different sources may give conflicting information and other different reasons for this

Y6 Historical interpretation – Understand that interpretations can be questioned on grounds of the range of evidence used or the aim of the creator

Question: How has crime and punishment in Britain changed throughout the ages? – Crime and Punishment

Substantive knowledge (what we want children to know and remember)

- Children know what is meant by the terms ‘crime’ and ‘punishment’
- Children can identify Romans, Anglo-Saxons, Tudors, 18th and 19th Century and Victorians on a timeline and can remember previous learning about these periods
- Children can explain how serious crimes were committed and how they were punished in Roman, Anglo-Saxon, Tudor times
- Children can name the Highway man Dick Turpin and know his significance
- Children know about Sir Robert Peel and his contribution to the introduction and advancement of the Police force
- Children can identify and describe conditions in Victorian prisons

Disciplinary knowledge (based on the HIAS AREs)

Y6 Chronology – Can accurately place periods studied in chronological order and take account for some overlap in duration and intervals between them

Y6 Continuity and change – Can understand that changes in different periods can be connected and has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly

Y6 Historical enquiry – Can construct reasoned arguments about periods studied

Y6 Characteristic features – Can contrast and make some significant links between periods studied and give reasoned explanations with references to significant examples of some connections between ways of life in different periods studied

Question– How were the people of the Windrush generation treated?

Substantive knowledge (what we want children to know and remember)

- To use appropriate enquiry skills to locate the Caribbean Countries
- Developing place knowledge of the Caribbean
- Understand the links between Britain and parts of the Caribbean
- To know that African-Caribbean people were present in Britain before the 1940s.
- To develop historical perspective about Britain’s cultural diversity.
- To know about the presence of African-Caribbean service men and women during the 2nd World War and the part they played.
- To understand the reason they served in the 2nd World War.
- To know the different branches of the armed forces involved in military campaigns.
- Know and understand the difficulties faced by the Windrush settlers when they arrived in Britain.
- To understand some of the relationships between different groups facing change.
- To explore feelings and emotions of British people towards the new arrivals.

- To explore the feelings and types of rejection migrants experienced after arriving in Britain by invitation.
- To know and understand the changing nature of Rules, laws and the justice system.
- To know and understand the Legacy of the Windrush.

Disciplinary knowledge (based on the HIAS ARES)

Making connections, contrasting and drawing conclusions.

To understand the methods of historical enquiry.

To develop historical perspective about Britain's cultural diversity.

Develop chronologically secure knowledge and understanding of historical events.

To develop knowledge and understanding of the factors/ life experiences which influence decisions and cause change.

To interpret data, construct knowledge from a range of sources.

Identify how events from one time period effect another.