

**Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed.** **Progression of Skills and Knowledge: HISTORY YEAR 6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring2/Summer 1	Summer 1 / Summer 2
Topic	WWII Rose Blanche	WWII Blitz Shelters Local: Bombs on the playground History of Stockport	Mountains	South America	South America and Fair Trade	Periods of history focusing on battles.
<b>Historical enquiry</b>	*Identified and located. British cities – evacuation. * Guernsey evacuees.* Describing aspects of WWII using different sources. *Look at the war from German/British/Jewish perspectives? *Were the events of Dunkirk a success/failure. *Studying different accounts including propaganda. *Hat Museum *Local History, Cheadle, Cheadle Hulme, Stockport Station, Air raid shelters. Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate sources of evidence for particular tasks. Forms own opinions about historical events from a range of sources.		History of mountaineering		Look at fairtrade and how its introduction changed the lives of farmers, producers etc..Has the intro of fairtrade affected the lives of people over time.	*Identified and located. British cities and counties *Look at the battles from the alternate sides*Was each battle a success/failure. What were the outcomes of each battle? How did it affect the land boundaries, rulers etc? Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate sources of evidence for particular tasks. Forms own opinions about historical events from a range of sources.
<b>Organisation and communication</b>	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram) Makes accurate use of specific dates and terms.		Show the main dev, achievements on a timeline. Makes accurate use of specific dates and terms.			Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram) Makes accurate use of specific dates and terms.
<b>Chronological understanding</b>	Progression of German Troops. Rationing. D-day landings. Rationing of products & why specific products were rationed. Progression of German troops. Report of Stockport. *Dunkirk success/failure. Uses timelines to place events, periods and cultures movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians Victorians and Today. Describes main changes in a period of history using words such as: social, religious, political, technological and cultural. Names dates of any significant event studied from past and place it correctly on a timeline.					Uses timelines to place events, periods, and cultures movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion, and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians Victorians and Today. Describes main changes in a period of history using words such as: social, religious, political, technological and cultural. Names dates of any significant event studied from past and place it correctly on a timeline. Describe main changes to boundaries during famous battles
<b>Knowledge and understanding of past events, people and changes in the past.</b>	Anne Frank, Adolf Hitler, Winston Churchill. To identify cities that had been bombed without reference points. Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people’s beliefs religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of the above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past society.		Understand how mountaineering has changed-the equipment, main explorers			Know When the battle of Hastings, the Battle of Agincourt , Battle of Naseby The War of the Roses, The Battle of the Boyne , The Battle of Culloden, The Battle of Trafalgar , WW1 and The Falklands War took place. Know why and how battles changed the political and physical landscape. Know how the battles changed settlements in the local area? Know Who were the main protagonists in the battles. Know Which period of history the battles took place in. The similarities and differences in military hardware
<b>Historical Interpretation</b>	Was Dunkirk a success or failure? How did Hitler convince the German people? Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation that this affects					Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects Understands the outcome of Battles from the past have lasting effects on boundaries today.
<b>Key Questions</b>	When and why did WWII start? Why were children evacuated? Why did it start – state of Germany. Immediate impact of Britain – Evacuation.	German Perspective Jewish Perspective British Perspective Blitz – local impact, why specific cities.	Who were the first people to climb Everest. Who failed?			When and why did each Battles start? How long did it last for? Who were the battles between? Which order did the battles take place in? Who won each battle and what were the consequences? Which military hardware was used? How has military hardware changed over time?
<b>Key Knowledge</b>	Dates – start of war, Dunkirk, D Day Landings, Blitz London and Manchester. Evacuation – Why, when, where. Why was it called the phoney war? <b>Black History Month</b> study of Lilian Bades and role of black people in WW2		Dates			Dates- when did each battle start? Who was involved? What were they fighting for? What military hardware was involved? How long did the battle last? Who won? What were the long-lasting results of each battle-how does it affect our lives today?
<b>Key Vocabulary</b>	Propaganda, bias, society, point of view, consequences, deduction, chronology, comparison, research, forming conclusions, decade, discussion, impact.					Normans, Anglo-Saxons, Tudors, Stuarts, Georgians, protagonists, Counties, Artillery, gunpowder warfare, canons, tactics, empires, capitalisation, class war, sovereign, battle axe, lance, mace, musket, Jacobite, tank warfare, u boats
<b>Key Challenge</b>	Describe how the past can be represented in different ways and understand the power of propaganda. Evaluate the usefulness and accurateness of different sources of information					In depth study of military hardware and how it developed over time up to present day.
<b>Texts</b>	Rose Blanche, The Harmonica, Carries War ,Goodnight Mr Tom The Diary of Anne Frank The boy in the Striped Pyjamas, Fireweed, Letters From The Lighthouse.		Shackleton’s Journey	The Explorer		
<b>Visits/visitors</b>	Stockport Air Raid Shelters, Mr Frazer, Cheadle Civic Society Cheadle Primary School war diaries					