**Y6 History Whole School Progression of Knowledge and Skills**

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| **YEAR SIX** | | | |
| **Context** | **Early Civilisation Islam** | **Sheffield Steel** | **Thematic: Beyond Face Value (Tudors, Victorians, WW2)** |
| **Vocabulary/Significant Knowledge** | * Arab Muslims, Baghdad, Islamic Empire, Caliph, Prophet, Qur’an, achievements, science, literature , medicine, art , architecture and mathematics, | Currently Being Updated | * Henry VIII, Elizabeth 1, Evacuation and the Blitz, child labour, Victorian factories, Frances Trollope, Ford Madox Brown, evacuees, propaganda, |
| **Historical Enquiry Questions** | * Why do you think it is important to study Islam in this period, c.900? * How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad’s death? * What can we learn about Islam from the way they set up the capital at Baghdad? * In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know? * Just how amazing was daily life for rich people in Islamic cities? * Which of the early Islamic achievements has most effect on our lives today? | * Would the real Henry VIII please stand up? * Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign? * Why is it so difficult to work out what Victorian factory conditions were really like? * Why do we need to be careful when using paintings to find out about Victorian life? * Were the evacuees as happy as they were shown? * Did people believe all the propaganda during the Blitz? |
| **Skills**  Chronology | * Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Place events, artefacts and historical figures on a time line using dates, terms, events and key concepts (*cause and consequence, continuity and change, similarity and difference).* | * Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Place events, artefacts and historical figures on a time line using dates, terms, events and key concepts (*cause and consequence, continuity and change, similarity and difference).* |
| **Skills**  Investigating and interpreting using evidence. | * Use evidence to ask and answer more complex questions about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and to form testable hypotheses about the past. | * Use evidence to ask and answer more complex questions about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and to form testable hypotheses about the past. * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. |
| **Enquiry Skills**   * Cause & consequence * Continuity and change * Similarity and difference | * Describe social, cultural, religious and ethnic diversity in Britain & the wider world * Describe / make links between main events, situations and changes within and across different periods/societies. * Identify and give more detailed reasons for, results of, historical events, situations, changes * Identify historically significant people and events in situations and give reasons as to why | * Describe social, cultural, religious and ethnic diversity in Britain & the wider world * Describe / make links between main events, situations and changes within and across different periods/societies. * Identify and give more detailed reasons for, results of, historical events, situations, changes * Identify historically significant people and events in situations and give reasons as to why |