

## History Curriculum Coverage: Year 6

### Expected Vocabulary. NC Objectives. Intended activities.

	National Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic / Autumn</p> <p><b><i>How do we investigate a crime scene?</i></b></p>	<p>study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p>Show children a timeline of all the different periods of history that we will look at and study how social history changed over time – focusing on crime and punishments. (starting with the Romans leading up to modern day Britain).</p> <p>Introduce the idea of judges and juries right from the Roman times – some even as far back as Ancient Greece (building on previous learning)</p> <p>Develop children's understanding by looking at all the ordeals that people went through to prove they were innocent – especially in the Anglo Saxon period. Study the Highway Man and his actions in history and how the punishments in Tudor and Stuart England were brutal e.g. the Gunpowder Plot.</p> <p>Inform children about the first prisons being built in Victorian Times (following on from the Workhouses) and how science and CSI technology has improved in modern day Britain. Police visitors will come into school and work with children. A school trip will be arranged to support learning.</p>	<p>Deterrent</p> <p>Execution</p> <p>Highway man</p> <p>Humiliation</p> <p>Judge</p> <p>Jury</p> <p>Ordeal</p> <p>Treason</p> <p>Victim</p> <p>Trial</p> <p>Exile</p> <p>Mutilation</p> <p>Branding</p>
<p>Topic / Spring</p> <p><b><i>Why do we remember the Battle of Britain</i></b></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>Recap with children when WW1 was? Can children place it in history. Talk about the lead up to the outbreak of war and the alliances from Allies and Axis countries and pacts which countries had obtained in the lead up. Study the acts of key people, e.g Neville Chamberlain / Adolf Hitler / Stalin etc.</p> <p>Explore the evacuation process and the effects of this on society. Investigate the role of women and the change of roles within society and how this started the beginning of change for women.</p> <p>Children to look the key events of the battle of Britain and its significance and why this was a vital turning the war.</p>	<p>Allies</p> <p>Axis</p> <p>Atomic bomb</p> <p>Annex</p> <p>Czechoslovakia</p> <p>Propaganda</p> <p>Active service</p> <p>Genocide</p> <p>Persecution</p> <p>Discrimination</p> <p>Invade</p> <p>Soviet Union</p>

		Children look at the holocaust and its significance and the horrors that occurred – Horrible History clips will support this. to end the unit, children will look at the lasting effects and consequences of WW2 and why another war should never occur again.	Evacuation Conscription Restricted
Topic / Summer  <i><b>Do all rivers lead to the sea?</b></i>	FALLOW	(Summer 1 SATS)	