

Class: Year 6

Unit		
<p>Aut 1/2 Unit title: Why should we remember the Maya?</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - demonstrate evidence of understanding a range of the main features of a society, e.g. religion, food etc., and may begin to make links and group them into themes, e.g. social, cultural - introduce some aspects of balance within the argument - reference a range of sources of evidence to support points made - use a number of historical terms from this unit and from their study throughout the key stage 	<p><u>Key historical skills</u></p> <ul style="list-style-type: none"> - establish clear narratives within and across periods they study - regularly address historically valid questions about similarity and difference and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources - note connections, contrasts and trends over time - develop the appropriate use of historical terms - address and devise historically valid questions about change, cause and significance
<p>Spr 1/2 Unit title: Did WWI or WWII have the biggest impact on our locality?</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit - explain confidently why they have made that selection, referring to both utility and reliability - use a number of historical terms from this unit, and from their study throughout the key stage 	<p><u>Key historical skills</u></p> <ul style="list-style-type: none"> - develop a chronologically secure knowledge and understanding of British, local and world history - address and devise historically valid questions about change, cause and significance - understand how our knowledge of the past is constructed from a range of sources - note connections, contrasts and trends - construct informed responses that involve thoughtful selection and organisation of historical information - develop the use of appropriate historical terms
<p>Sum 1/2 Unit title: What did the Greeks do for us?</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - describe and then critically evaluate the significance of various achievements - introduce a hierarchy of importance, and may dismiss some of the developments as no longer being of relevance and therefore insignificant - reference a range of sources of evidence to support points made - use a number of historical terms from this unit, and from their study throughout KS2 	<p><u>Key historical skills</u></p> <ul style="list-style-type: none"> - develop the use of historical terms - address and devise historically valid questions - understand how our knowledge of the past is constructed from a range of sources - construct informed responses that involve thoughtful selection and organisation of relevant historical information - continue to develop a chronologically secure knowledge and understanding of world history - consistently answer and ask historically valid questions about similarity and difference