

Year 6 - Progression of Knowledge and Skills- History

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Topic: Islamic Golden Age</p> <p style="text-align: center;">NC: A non-European society that provides contrast with British History – Early Islamic civilisation including a study of Baghdad c AD900</p> <p style="text-align: center;">SC: Beliefs</p> <p style="text-align: center;">DC: Sources and evidence</p> <p style="text-align: center;">How did the sources and evidence help us to understand the beliefs in Baghdad in AD900?</p>	<p>The Early Islamic Civilisation began in the 7th century in the Middle East</p> <p>Islam was founded by the Prophet Muhammad</p> <p>The religion of Islam has key beliefs and practices, including the Five Pillars</p> <p>Early Islamic Civilisations spread across parts of Asia, Africa, and Europe</p> <p>Cities such as Baghdad, Cordoba, and Cairo became important centres of trade, learning, and culture</p> <p>The House of Wisdom in Baghdad was a famous centre for:</p> <p>Translation of texts from Greek, Roman, Persian, and Indian sources</p> <p>Scholarship in mathematics, astronomy, medicine, philosophy, and science</p>	<p>Place early Islamic Civilisation on a chronological timeline alongside other historical periods</p> <p>Use historical vocabulary (e.g., civilisation, caliph, trade, scholar, mosque, House of Wisdom)</p> <p>Ask and answer historical questions about people, events, and achievements</p> <p>Use a range of primary and secondary sources to find out about the past</p> <p>Compare different aspects of life in early Islamic Civilisations with life today or other periods</p> <p>Explain cause and consequence (e.g., how the House of Wisdom helped knowledge spread and develop)</p> <p>Understand change and continuity over time</p>

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Term	Knowledge	Skills
Autumn 2 Topic:		
Spring 1 Topic:		
<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Topic: World War II</p> <p style="text-align: center;">NC: A study or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">SC: Warfare</p> <p style="text-align: center;">DC: Historical Interpretations</p> <p style="text-align: center;">What impact did WWII have on the people of Blackburn and how do we know?</p>	<p>World War Two began in 1939 and ended in 1945</p> <p>The war involved many countries across the world</p> <p>Two main sides fought in the war:</p> <p>The Allies</p> <p>The Axis</p> <p>Britain was led by Prime Minister Winston Churchill</p> <p>The war began when Germany invaded Poland</p> <p>Britain was affected by the war in many ways, including:</p> <p>The Blitz and bombing of cities</p> <p>Evacuation of children</p> <p>Rationing of food and goods</p> <p>Air raid shelters were used to keep people safe</p>	<p>Place key events of World War Two on a chronological timeline</p> <p>Use historical vocabulary (e.g. evacuation, rationing, alliance, Blitz)</p> <p>Ask and answer historical questions about causes, events, and impacts</p> <p>Use a range of primary and secondary sources</p> <p>Evaluate the reliability and usefulness of sources</p> <p>Explain cause and consequence (e.g. why children were evacuated)</p>

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<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Topic: World War II</p> <p style="text-align: center;">NC: A study or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center;">SC: Warfare</p> <p style="text-align: center;">DC: Historical Interpretations</p> <p style="text-align: center;">What impact did WWII have on the people of Blackburn and how do we know?</p>	<p>Women played an important role during the war, working in: Factories, Farms (Women's Land Army) and Emergency services</p> <p>Children's lives changed because of:</p> <p>Evacuation</p> <p>School closures</p> <p>New responsibilities</p> <p>Key events include:</p> <p>The Battle of Britain</p> <p>D-Day landings</p> <p>The war ended in 1945 with Allied victory</p> <p>World War Two changed Britain and the world, including:</p> <p>New roles for women</p> <p>Changes in society and government</p> <p>We know about World War Two from:</p> <p>Photographs</p> <p>Diaries and letters</p> <p>Films and news reports</p> <p>Artefacts and memorials</p>	<p>Understand change and continuity during and after the war</p> <p>Compare experiences of different groups (children, women, soldiers)</p> <p>Select and organise information from sources</p> <p>Present historical understanding using:</p> <p>Structured writing</p> <p>Oral presentations</p> <p>Timelines or diagrams</p> <p>Use evidence to support explanations and conclusions</p> <p>Make connections between World War Two and life in Britain today</p>



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Term	Knowledge	Skills
Summer 1 Topic:		
Summer 2 Topic: Leisure and Entertainment NC: A study or theme in British History that extends pupils' chronological knowledge beyond 1066 SC: Childhood DC: Change and Continuity How has childhood entertainment changed over the 20th Century?	Leisure and entertainment are ways people spend their free time Leisure activities have changed over time In the past, leisure and entertainment were often: Less frequent More local Influenced by wealth and social class Examples of leisure and entertainment in the past include: Theatre and music halls Sports and games Fairs and public events Cinema and radio (early 20th century) Leisure activities were different for: Children and adults Rich and poor Men and women	Place changes in leisure and entertainment on a chronological timeline Use historical vocabulary (e.g. leisure, entertainment, industrialisation, technology) Ask historical questions about why leisure changed Use a range of primary and secondary sources Compare leisure activities from different time periods Explain cause and consequence (e.g. how technology changed entertainment) Understand change and continuity over time



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<p>Summer 2</p> <p>Topic: Leisure and Entertainment</p> <p>NC: A study or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>SC: Childhood</p> <p>DC: Change and Continuity</p> <p>How has childhood entertainment changed over the 20th Century?</p>	<p>The development of technology changed leisure and entertainment</p> <p>Industrialisation increased free time for some people</p> <p>Transport improvements made leisure activities more accessible</p> <p>Modern leisure includes:</p> <p>Television and streaming</p> <p>Video games</p> <p>Organised sports</p> <p>Social media</p> <p>Leisure and entertainment reflect:</p> <p>Culture</p> <p>Values</p> <p>Daily life of the time</p> <p>We learn about past leisure and entertainment through:</p> <p>Posters and programmes</p> <p>Photographs and films</p> <p>Diaries and written accounts</p> <p>Objects and artefacts</p>	<p>Analyse how leisure was affected by social class and gender</p> <p>Evaluate the usefulness and reliability of sources</p> <p>Select and organise information from different sources</p> <p>Present historical understanding through:</p> <p>Structured writing</p> <p>Timelines and diagrams</p> <p>Oral presentations</p> <p>Use evidence to support explanations and conclusions</p> <p>Make links between past leisure activities and leisure today</p>