

## Year 6

### History Overview

	Key Question	Ancillary questions and content focus	History National Curriculum subject coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts.
Autumn	Why did the ancient Maya change the way they lived?	<p>Who are the Maya and where do they live? What are the main occupations of Maya people today? What did John and Frederick rediscover in 1839? What do the ruins of Chichen Itza tell us about the lives of ancient Maya? Why do historians know so much about ancient Maya society? Why was pok-a-tok more than just a ball game? Why did the ancient Maya leave their jungle cities?</p>	<p>Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b><u>Mayan civilization c. AD 900</u></b>; Benin (West Africa) c. AD 900–1300</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising</p>

<p><b>Spring</b></p>	<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p>	<p>Why was it said that the sun never set on The British Empire?          Why did Britain build an empire around the world?          What happened to The British Empire?          What happened in Britain between 2 April and 14 June 1982, and why?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>Identifying          Recognising          Describing          Observing          Recalling          Comparing and contrasting          Sequencing          Categorising          Reasoning and interpreting          Synthesising          Understanding through explanation          Justifying          Developing conclusions          Making substantiated judgments          Evaluating          Critiquing          Empathising          Hypothesising</p>
<p><b>Summer</b></p>	<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p>	<p>How serious was the risk of invasion by Nazi Germany in June 1940?          What did Hitler need to achieve if an invasion was going to succeed?          Why did Britain win the Battle of Britain?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>	<p>Identifying          Recognising          Describing          Observing          Recalling          Comparing and contrasting          Sequencing          Categorising          Reasoning and interpreting          Synthesising          Understanding through explanation          Justifying          Developing conclusions          Making substantiated judgments</p>

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