**Content and Skills for History Y6**

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|  | **Content** | **Skills** |
| **Year 6** | Year 6 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Study the lives of significant individuals in the past who have contributed to national and international achievements. The achievements of early Islamic and Mayan civilizations with an overview of where and when they appeared in history. In a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 they will be including WW1 and WW2. | Pupils should be taught to: a. place events and objects in chronological order b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past). Pupils should be taught to: a. recognise why people did things, why events happened and what happened as a result b. identify differences between ways of life at different times and compare with their own. Show empathy towards victims in history and relate their plight to victims in modern societies. Pupils should be taught to identify different ways in which the past is represented. Pupils should be taught: a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings, visits to museums and the use of ICT-based sources) b. to ask and answer questions about the past. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT). |