

**Year 6 - Progression in History grid**

Term Topic	Autumn		Spring	Summer
Theme	Our Community	Innovation and Discovery	Global Connections	Trailblazers
Big question and key concept	How has the salt trade impacted the town of Northwich?		What are the differences between the Mayan civilization and the same period in British history? (Compare and contrast)	What was the impact of Martin Luther King and the civil rights movement?
Prior knowledge (from year 5)	Links to Geography topic on River Weaver Links to Anderton Boat lift Links to Anglo Saxon settlements and 'wich'		Knowledge of other ancient civilisations (e.g. Ancient Greece/Ancient Egypt)	Earlier studies on different trailblazers
Prior skills (from year 5)	To continue to develop historically secure knowledge of British, local and world history. Communicate their knowledge and understanding Use the library and internet for research with increasing confidence.  Select relevant sections of information.		Compare life in early and late 'times' studied. Offer some reasons for different versions of events. Select relevant sections of information.	To continue to develop historically secure knowledge of British, local and world history. Communicate their knowledge and understanding Use the library and internet for research with increasing confidence.
Key vocabulary	Subsidence Mining		Archaeologist Ancient Civilisations Culture	Apartheid Pioneers Segregated Ancestors Civil rights activist
NC Statutory Requirements	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality		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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	a study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066
Skills covered	<p><b>Chronological Understanding</b> Use relevant dates and terms Sequence up to 10 events on a timeline</p> <p><b>Range and depth of historical knowledge</b> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p><b>Interpretation of History</b> Confidently use the library and internet for research.</p> <p><b>Historical enquiry</b> Bring knowledge gathered from several sources together in a fluent account Use a range of sources to find out about an aspect of time past. Form own opinion about historical events from a range of sources</p> <p><b>Organisation and Communication</b> Select and organise information to produce structured work, making appropriate use of dates and terms</p>		<p><b>Chronological Understanding</b> Place current study on a time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a timeline. Identify and compare changes within and across different periods.</p> <p><b>Range and depth of historical knowledge</b> Find out about beliefs, behaviours, and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Know key dates, characters and events over time studied.</p> <p><b>Interpretation of History</b> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.</p> <p><b>Historical Enquiry</b> Recognise primary and secondary sources. Suggest omissions and the means of finding out.</p>	<p><b>Historical enquiry</b> Use the library and internet for research with increasing confidence Bring knowledge gathered from several sources together in a fluent account Form own opinion about historical events from a range of sources.</p> <p><b>Historical Knowledge</b> Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feeling.</p>

<b>Key Performance Indicators</b>	<p>I can discuss the positive and negative impact that the salt trade had on our local area of Northwich</p> <p>I can discuss how the salt trade impacted the River Weaver</p>	<p>I can compare the Mayan timeline with the UK historical timeline</p> <p>I can explain the difference between the Mayan civilisation and the same period in British history</p>	<p>I can use a range of historical sources to find out about an aspect of time past.</p> <p>I can bring together knowledge gathered from several sources into my own account.</p>
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<b>Lessons</b>	<ol style="list-style-type: none"> <li>Hook lesson- Children to complete a picture study linked to rock salt based on the big question- What is this and why is it so important to the town of Northwich?</li> <li>Lesson 1- visit from Mr Solan to complete a talk about the history of salt in the area. He will bring some artefacts for the children to study.</li> <li>Lesson 2- The Roman settlements in Northwich (known as Condate at that time). Activity- An explanation about where the Romans settled in Northwich (including the evidence we have of this), why they settled there and how they produced salt.</li> <li>Lesson 3- Salt beds beneath Northwich were re-discovered in 1670 by the Smith-Barry family while searching for coal. Impact of this on Northwich. Activity- Write a paragraph about the history of the River Weaver ready for River Weaver leaflet.</li> <li>Lesson 4- Lions Salt Works- Thompson family. Activity- Produce a leaflet about the Lions Salt Works including why it was established and why it ceased trading as well as the museum now.</li> <li>Lesson 5- Subsidence- start with a picture hook. What has happened here? Activity- research subsidence in Northwich and the impact that this had on future buildings and the salt trade itself.</li> <li>Lessons 6 and 7- Produce River Weaver leaflet using information from History and Geography lessons.</li> </ol>	<ol style="list-style-type: none"> <li><b>Hook Lesson-</b> Mayan Glyphs- study a range of pictures with Maya glyphs and explore the calendar/ months- re-create their own glyph for display. PLC- Skills and timeline.</li> <li>Lesson 1- Introduction to who the Mayans were and where they came from. Compare to modern day America. Look at the timeline and the length of time the civilisation spans in comparison to other civilisations studied.</li> </ol> <p>Pre-Classic Period</p> <ol style="list-style-type: none"> <li>Lesson 2- 2000BC- Farming villages established in Maya and comparison to Bronze age Britain. Explore the food that the Mayans would have farmed- cocoa, maize that they would have grown for themselves. Bronze Age- Wheat, millet and barley, but they were still hunting wild animals and gathering berries, mushrooms and plants. More efficient farmers because of tools.</li> <li>Lesson 3- 600BC- Farming techniques improved during this time period. Explore water reservoirs and filtration. Relate to farming improvements in Britain- carts and tamed horses. Produce a piece of information to present.</li> <li>Lesson 4- Number system. 4AD- Mayan concept of 0 as a place holder. When Romans invaded Britain in 43AD, they brought the number system over with them that was already used widely in Europe.</li> </ol> <p>Classic Period</p> <ol style="list-style-type: none"> <li>Lesson 5- Explore the classic period- Classic Period is considered the golden age of the Maya city-states. Most of the artistic and cultural achievements of the Maya civilization took place during this period. Explore the map of the cities and then look at the city of Copan. What do the buildings tell us about the type of people the Mayans were? Add the cities on the map from lesson 1.</li> <li>Lesson 6- Spanish Invasion (CGP +) How did the Maya Civilisation come to an end? Present in a comic strip. Explore how this is similar/different to how other civilisations/ empires have come to an end.</li> </ol>	<p>Hook lesson- pictures of the key people from the book, 'Young, Gifted and Black.' Who are these people and why are they important? What links them?</p> <p>Lesson 1- Martin Luther King. Introduction to who he was and why he is recognised as a trailblazer. Explore I have a dream speech.</p> <p>Lesson 2- introduce the book, and look at pages linked to Rosa Parks, Nelson Mandela, Barack Obama, Nina Simone and Pele. What impact have they had on</p> <p>Lesson 3-5- Create PowerPoint on their chosen trailblazer to present to the</p> <p>Lesson 6-7- introduce a model speech in the style of Martin Luther King- I have a dream. Children to write their own speeches in the style of their chosen trailblazer to present to the rest of the class.</p>
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