



## Year 6 History Step Up 2022-23

Aspect	Year 5	Year 6
Everyday life	<p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>covered optional</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. (H1)</p> <p>covered x 7 optional x 2</p>
Hierarchy and power	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>covered x 2 optional x 2</p>	<p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch. (H2)</p> <p>covered optional</p> <p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. (H3)</p> <p>covered x 2 optional</p>
Civilisations	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>covered x 7 optional x 3</p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Study a feature of a past civilisation or society.</p> <p>covered x 4 optional x 4</p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>covered x 5 optional x 2</p>	<p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe and explain the common traits and motives of leaders and monarchs from different historical periods. (H4)</p> <p>covered optional x</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Describe some of the significant achievements of mankind and explain why they are important. (H5)</p> <p>covered x 3 optional</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). (H6)</p> <p>covered</p>
Report and conclude	<p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was</p>



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	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>covered x 3 optional x 2</p>	<p>written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). <b>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</b> (H7)</p>
Communication	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>covered x 8 optional x 7</p>	<p>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. <b>Use abstract terms to express historical ideas and information.</b> (H8)</p> <p>covered x 2 optional x 3</p>
Artefacts and sources	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>covered x 6 optional x 4</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.</p> <p>covered optional</p>	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' <b>Ask perceptive questions to evaluate an artefact or historical source.</b> (H9)</p> <p>covered x 3 optional</p> <p>Different types of bias include political, cultural or racial. <b>Identify different types of bias in historical sources and explain the impact of that bias.</b> (H10)</p> <p>covered x 2 optional</p>
Local history	<p>Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p> <p>covered</p>	<p>Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. <b>Present an in-depth study of a local town or city, suggesting how to source the required information.</b> (H11)</p>
Compare and contrast	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Compare and contrast an aspect of history across two or more periods studied.</p> <p>covered x 4 optional x 2</p>	<p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. <b>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</b> (H12)</p> <p>covered</p>
Significant events	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Explain why an aspect of world history is significant.</p> <p>covered x 4 optional x 4</p>	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. <b>Present a detailed historical narrative about a significant global event.</b> (H13)</p> <p>covered x 3 optional x 2</p>
Significant people	<p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a</p>	<p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. <b>Examine the</b></p>



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	<p>particular way.</p> <p>covered x 2 optional x 3</p>	<p>decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. (H14)</p> <p>covered optional x 2</p>
Changes over time	<p>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Frame historically valid questions about continuity and change and construct informed responses.</p> <p>covered x 2</p>	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history. (H15)</p> <p>covered x 12 optional x 3</p>
British history		<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Articulate the significance of a historical person, event, discovery or invention in British history. (H16)</p> <p>covered x 6 optional x 9</p> <p>☐ The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Describe the growth of the British economy and the ways in which its growth impacted on British life. (H17)</p> <p>covered</p>
Chronology	<p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline.</p> <p>covered x 2 optional</p>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied. (H18)</p> <p>covered x 3 optional x 2</p>