

Year 6 History Subject Map



| Greeks | | | Conflicts Through Time | | | Local Study-WW2 | |
|---|---|----------------|--------------------------|---|--|---|---|
| | | | | | | | |
| EYFS | EYFS Year 1 | | Year 2 Year 3 | | Year 4 | Year 5 | Year 6 |
| Sequence, Describe, Match, Recognise | Order, Sort, Ask questions, Answer questions, Find an- swers | - | dentify, Use Find out | Demonstrate knowledge, Understand changes, Observe, Research, Use dates | Give reasons, Explain Recognise similarities and differences | | Make links, Critically use sources, Use a range of evidence, Use specialist terminology, Reach conclu sions |
| AGE RELATED EXPECTATIONS | | | | | | HISTORICAL VOCABULARY | |
| CHRONOLOGICAL UNDERSTANDING | | | | | | | |
| 1.Consistently and accurately make appropriate use of dates and terms. | | | | | | account, age, analyse, ancient, artefact, | |
| 2.Use a timeline to place events, periods and cultural movements from around the world. | | | | | | BC/AD, bias, British, calendar, | |
| 3.Use key periods as reference points e.g. BC, AD, the Bronze Age, the Tudors, WWII. | | | | | | chronological, civilisation, compare, | |
| KNOWLEDGE AND UNDE | RSTANDING OF EVENTS, | PEOPLE AND | CHANGES IN 1 | THE PAST | | conflict, contempor | ary, democracy, |
| 4. Use my factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. | | | | | | empire, era, event, future, government, historian, hypothesis, impact, invasion, legacy, modern, Monarch, new, old, | |
| 5.Examine and explain the reasons for, and results of, events and changes. | | | | | | | |
| INVESTIGATING INTEREF | PRTATION | | | | | order, parliament, p | |
| 6.Show how and why some aspects of the past have been represented and interpreted in different ways. | | | | | | prehistorical, present, primary, recount, reliable, research, secondary, sequence, significant, society, source, timeline, traditional, world. | |
| 7. Describe a key event from Britain's past using a range of evidence from different sources. | | | | | | | |
| HISTORICAL ENQUIRY | | | | | | | |
| 8.Use my knowledge and understanding to identify and evaluate sources of information. | | | | | | | |
| 9.Critically use these sou | rces to reach and suppor | t conclusions. | | | | | |
| ORGANISING AND COMI | MUNICATION | | | | | | |
| 10.Select, organise and o | communicate historical in | formation in a | a variety of wa | ays using specialist terminc | ology, including use of |] | |

multimedia, class debate and presenting to an audience.