

History department – Year 6 scheme of work

National Curriculum: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum - History.pdf				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn	Romans	<p>Key knowledge taught:</p> <p>Roman government</p> <ul style="list-style-type: none"> To describe what the Roman culture was like. To outline the story of Romulus and Remus and explain its significance. To outline the key events of how Rome turned from a village into an Empire. To describe and evaluate how Rome was governed. To explain how and why Caesar was murdered. To evaluate the emperorship of Augustus. <p>Roman Society</p> <ul style="list-style-type: none"> To describe and evaluate what life was like in Roman towns. To compare what life was like for Rome women and women today. To describe what Romans ate. <p>Roman Empire</p>	<p>Concept</p> <p>People</p> <p>Linked to previous learning</p> <p>Linked future learning</p> <p>Primary</p> <p>Secondary</p> <p>Culture</p> <p>Leisure</p> <p>Aqueduct</p> <p>Gladiators</p> <p>Myth</p> <p>Republic</p> <p>Plebeians</p> <p>Patrician</p> <p>Citizens</p> <p>Consuls</p> <p>Senate</p> <p>Elected</p> <p>Merchant</p> <p>Empire</p> <p>Import</p> <p>Provinces</p>	<p>1. Romans</p>

		<ul style="list-style-type: none"> • To identify where Rome imported its resources from and explain the importance of Ostia • To explain why the Romans invaded Britian. • To explain the different ways in which the Romans controlled their empire. • To evaluate the life of a Roman soldier. • To evaluate how civilized the Romans were. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Analyse sources and make inferences • Answer 4-mark Q • To make, test and amend hypotheses • Categorise evidence • Cause and consequence • Significance • Similarity and difference 	<p>Invasion Oppression Civilised</p>	
Spring	Vikings	<p>Knowledge taught:</p> <p>How the Vikings settled in Britian</p> <ul style="list-style-type: none"> • To describe who invaded Britian and explain why. • To describe where the Vikings came from and what they were like. • To explain why the Vikings decided to settle in Britian. • To outline where Lindisfarne is and explain why it is an important place. • To describe and explain the Viking attack on Lindisfarne. <p>Viking travel and fighting</p> <ul style="list-style-type: none"> • To describe and explain how the Vikings fought. • To explain how the Vikings travelled and how they found their way. • To outline where the Vikings explored. • To outline and explain where and what the Vikings traded. 	<p>Tribe Barbarian Heptarchy Anglo-Saxon Inherited Arable Colonize Monastery Pilgrimage Monks Ransacking Primary Pagan Desecrated Atrocity Berserker</p>	<p>2. Vikings</p>

		<ul style="list-style-type: none"> To outline and explain what evidence we have for the Vikings travelling to the Americas. <p>Viking society</p> <ul style="list-style-type: none"> To describe how Viking society was organized. To describe and evaluate Viking homes. To explain what runes were and why they were used. To interpret and write Viking runes. To explain how stories were told about the Vikings gods. To describe how Odin created the world. To identify the Norse Gods and judge who was the best. To describe Viking burials and explain the nature of Viking funerals. <p>Key skills developed:</p> <ul style="list-style-type: none"> Analyse sources and make inferences Answer 4-mark Q To make, test and amend hypotheses Categorise evidence Cause and consequence Significance Similarity and difference 	Travel Trade Spices Society King Inscription Alphabet Gods Burial	
Summer	Normans	<ul style="list-style-type: none"> To evaluate the strengths and weaknesses of Britain's defense. To describe and make a judgement on who had the strongest claim to the throne in 1066. To analyse the decisions Harold Godwinson made leading up to and including the Battle of Hastings. To explain why William won the Battle of Hastings. To evaluate conflicting sources on the death of Harold Godwinson. To understand how castles evolved under the Normans and how they helped keep control. 	Heir Succession crisis Noble Secondary Oppression King Baron Peasant Census	3. Normans

		<ul style="list-style-type: none">• To describe the Harrying of the North and its consequences.• To describe and explain how the feudal system helped William keep control.• To describe and explain how the Domesday Book helped William keep control.• To evaluate the impact of the Norman conquest on different social classes.• To evaluate the significance of the Norman conquest over time. <p>Key skills developed:</p> <ul style="list-style-type: none">• Analyse sources and make inferences• Answer 4-mark Q• To make, test and amend hypotheses• Categorise evidence• Cause and consequence• Significance• Similarity and difference	<p>Significance Feudal system Castle Harrying</p>	
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