**Y6 History Whole School Progression of Knowledge and Skills**

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| **YEAR SIX** |
| **Context** | **Early Civilisation Islam** | **Sheffield Steel** | **Thematic: Beyond Face Value (Tudors, Victorians, WW2)** |
| **Vocabulary/Significant Knowledge** | * Arab Muslims, Baghdad, Islamic Empire, Caliph, Prophet, Qur’an, achievements, science, literature , medicine, art , architecture and mathematics,
 | Currently Being Updated | * Henry VIII, Elizabeth 1, Evacuation and the Blitz, child labour, Victorian factories, Frances Trollope, Ford Madox Brown, evacuees, propaganda,
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| **Historical Enquiry Questions** | * Why do you think it is important to study Islam in this period, c.900?
* How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad’s death?
* What can we learn about Islam from the way they set up the capital at Baghdad?
* In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know?
* Just how amazing was daily life for rich people in Islamic cities?
* Which of the early Islamic achievements has most effect on our lives today?
 | * Would the real Henry VIII please stand up?
* Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?
* Why is it so difficult to work out what Victorian factory conditions were really like?
* Why do we need to be careful when using paintings to find out about Victorian life?
* Were the evacuees as happy as they were shown?
* Did people believe all the propaganda during the Blitz?
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| **Skills**Chronology | * Continue to develop chronologically secure knowledge of history.
* Establish clear narratives within and across periods studied.
* Place events, artefacts and historical figures on a time line using dates, terms, events and key concepts (*cause and consequence, continuity and change, similarity and difference).*
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| **Skills**Investigating and interpreting using evidence. | * Use evidence to ask and answer more complex questions about the past.
* Understand that no single source of evidence gives the full answer to questions about the past.
* Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and to form testable hypotheses about the past.
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* Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
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| **Enquiry Skills*** Cause & consequence
* Continuity and change
* Similarity and difference
 | * Describe social, cultural, religious and ethnic diversity in Britain & the wider world
* Describe / make links between main events, situations and changes within and across different periods/societies.
* Identify and give more detailed reasons for, results of, historical events, situations, changes
* Identify historically significant people and events in situations and give reasons as to why
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