

# What are the knowledge and skills being covered in History?

## Year 6

### Autumn Two – Ancient Egyptians

#### Enquiry question:

How did the River Nile shape the development of Egyptian civilisation?  
 ‘The Ancient Egyptians were the most successful civilisation.’ Discuss.

**Topic title: Civilisations – The Ancient Egyptians**

**Enhancement: Mummification/Hook lesson/Liverpool Museum**

<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>Year 3 – Ancient Greece</li> <li>Year 4 – Ancient Romans</li> <li>Year 5 – Maya civilisation, The Tudors</li> </ul> <p><b>Future learning:</b></p> <ul style="list-style-type: none"> <li>Year 6 History – local history study</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To explain that historical periods have characteristics that distinguish them.</li> <li>Independently work out durations of periods and events.</li> <li>Explain how to represent scale on a timeline.</li> <li>To understand and explain that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>To understand and explain that society was organised in different ways in different cultures and times consisted of different groups with different roles and lifestyles.</li> <li>To understand that there are changes in the nature of society.</li> <li>To compare the beliefs in different cultures, times and groups.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I can explain what an Ancient Civilisation is.</li> <li>I can use chronology to explain when the Ancient Egyptian civilisation was.</li> <li>I can explain why settlements were established next to the Nile.</li> <li>I can list how Ancient Egyptians used the Nile.</li> <li>I can explain the different seasons of the Nile.</li> <li>I can explain the impact of the Nile’s annual flooding.</li> <li>I can compare the use of the Nile to a river in the UK.</li> <li>I can use primary and secondary sources to evidence the above statements.</li> <li>Confidently and accurately sequence events on a timeline, referring to times studied so far to see where these fit in. Compare where this fits in times studied in previous year groups.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Ancient civilisations</li> <li>Biased</li> <li>Extent of change</li> <li>Empires</li> <li>Interpretation</li> <li>Multicultural society</li> <li>Reliability</li> <li>Represent</li> <li>Traditional</li> <li>Variety</li> <li>Egypt</li> <li>River Nile</li> </ul>
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	<ul style="list-style-type: none"> <li>• To be aware of the achievements of the Ancient Egyptians.</li> <li>• To be able to compare the achievements of different civilisations and groups.</li> <li>• To know and explain how that archaeological evidence can be used to find out about the past, and link this to prior learning.</li> <li>• To know and explain how we can make inferences and deductions using images from the past.</li> <li>• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• With independence and accuracy, use the terms BC, AD and century.</li> <li>• Confidently notice and explain connections over a period of time.</li> <li>• Accurately compare and make connections between different contexts in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation story</li> <li>• Pharoah</li> <li>• Pyramid</li> <li>• Amulet</li> <li>• Immortal</li> <li>• Linen</li> <li>• Preserve</li> <li>• Foundations</li> </ul>
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**Critical Content Statements:**

- The Ancient Egyptian civilisation occurred sometime around 3150BC/BCE.
- A civilisation is a group of people with their own language, culture and customs.
- Civilisations started to develop due to the rise of agriculture.
- Trade allowed people to have surplus food.
- The River Nile was important to the Ancient Egyptians for many reasons: people settled along the riverbanks, the soil was made fertile by the breaking of the riverbank so it could be farmed, and it was used to transport people and goods.
- Ancient Egyptian society was organised in a hierarchy. Pharos were at the top of society, whereas farmers and slaves were at the bottom.
- The people of Ancient Egypt had many beliefs. They believed there were many gods and believed in mummification.
- The chief god was Amun-Re.

**Common Misconceptions Pupils May Have:**

- Children may find it difficult to understand how long ago the Ancient Egyptians may have lived.
- Children may become confused/mix up ideas with Romans/Maya.
- Children may have forgotten prior learning on civilisations.
- Children may not be able to independently sequence periods of time on a timeline and may need support using a scale.

- Ordinary Egyptians were not allowed to worship in temples.
- Tutankhamun was a famous Egyptian pharaoh and his tomb was discovered in the Valley of the Kings.

## Spring Two – Census/Local History Study

### Enquiry question:

What can the census tell us about what life was like in Bradford in the early 1900s?

<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• Year 3 – Ancient Greece</li> <li>• Year 4 – Ancient Romans</li> <li>• Year 5 – Maya civilisation, Anglo Saxons, The Tudors (exploring inventories)</li> <li>• Year 5- migration</li> <li>• Year 6 – Ancient Egypt</li> </ul> <p><b>Future learning:</b></p> <ul style="list-style-type: none"> <li>• Preparing for end of Year 6/secondary History</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that change can be traced using the census.</li> <li>• To know that members of society standing up for their rights can be the cause of change.</li> <li>• To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.</li> <li>• To understand the types of information that can be extracted from the census.</li> <li>• To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</li> <li>• To understand how to compare different census extracts by analysing the entries in individual columns.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify the type of information the census gives us about people.</li> <li>• Use the census to make inferences about people from the past.</li> <li>• Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.</li> <li>• Identify and describe the changes between periods of time using the census.</li> <li>• Use other primary and secondary sources to verify the data in the census.</li> <li>• Use a range of sources, including the census, to build an understanding of a period.</li> <li>• Describe the changes in the 1921 census.</li> <li>• Plan a local history enquiry using the census.</li> </ul> <p>From Kapow:</p> <ul style="list-style-type: none"> <li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Attitudes</li> <li>• Biased</li> <li>• Diversity</li> <li>• Extent of change</li> <li>• Impression</li> <li>• Interpretation</li> <li>• Motive</li> <li>• Multicultural society</li> <li>• Singularity</li> <li>• Variety</li> <li>• Preserve</li> </ul>
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	<ul style="list-style-type: none"> <li>• To know that the most reliable sources are primary sources which were created for official purposes.</li> <li>• To understand the changes and reasons for the organisation of society in Britain.</li> <li>• To be able to compare development and role of education in societies.</li> <li>• To understand the changing role of women and men in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.</li> <li>• Relating current study on timeline to other periods of history studied.</li> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Describing change throughout time.</li> <li>• Identifying the reasons for changes and continuity.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Recognising primary and secondary sources.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Identifying how conclusions have been arrived at by linking sources.</li> <li>• Addressing and devising historically valid questions.</li> <li>• Planning a historical enquiry</li> <li>• Suggesting the evidence needed to carry out the enquiry.</li> <li>• Identifying methods to use to carry out the research.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g.</li> </ul>	
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		<p>audience, purpose, accuracy, the creators of the source.</p> <ul style="list-style-type: none"> <li>• Interpreting evidence in different ways using evidence to substantiate statements.</li> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> <li>• Beginning to interpret simple statistical sources.</li> <li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Showing written and oral evidence of continuity and change as well as indicting simple causation</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>	
<p><b>Critical Content Statements:</b></p> <ul style="list-style-type: none"> <li>• Bradford has existed as a settlement since the Anglo-Saxon times.</li> <li>• During the 19<sup>th</sup> century, Bradford grew from being a small rural town into a large city due to the Industrial Revolution.</li> </ul>		<p><b>Common Misconceptions Pupils May Have:</b></p> <ul style="list-style-type: none"> <li>• Children may have forgotten prior learning – in Year 5, they used inventories to explore Tudor lives.</li> </ul>	

- Living and working conditions were horrendous for most people in Bradford during the Industrial Revolution, but a few people were very wealthy and lived well.
- A census is a source that can provide basic information about the population.
- It is useful for understanding some parts of history, but additional sources are needed to get a complete picture.
- As part of the suffrage movement to fight for women's rights, equality and the right to vote, some women in 1911 protested completing the census.
- Old maps and plans of Bradford show us what it was like in the past and allows us to identify how Bradford has changed over time.

- Children may not be able to independently sequence periods of time on a timeline and may need support using a scale.
- Children may never have heard the term 'census'.
- Children may find it difficult to differentiate between Bradford now and in the past.