

Hardwick Class – Year 6

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Historical skills / enquiry	Key vocabulary	Where this leads next
Advent – What was the impact of World War 2 on the people of Britain?	Builds on British chronology, causation, source reliability, propaganda and interpreting experiences of different groups.	Know major causes of the Second World War and key phases of the Battle of Britain. Understand the impact of the Blitz and evacuation on civilians and children. Recognise how wartime needs changed women's roles and how the war and its aftermath affected migration to Britain, including African-Caribbean lives. Understand that experiences of war varied and sources may present different perspectives.	Construct and use timelines; make deductions from photographs and oral/written sources; evaluate accuracy, reliability and usefulness; compare perspectives; explain causes and consequences; use evidence to describe varied experiences.	World War 2; invasion; Battle of Britain; RAF; Blitz; evacuation; evacuee; propaganda; reliability; perspective; migration; consequence	Provides a demanding modern-history context for independent source evaluation and evidence-based historical argument.
Lent – What can the census tell us about local areas?	Builds on Victorian history, local history, primary-source interpretation and identifying change and continuity.	Know what a census records and how census information changed between the nineteenth and twentieth centuries. Understand how census entries reveal age, occupation, household structure and aspects of working life. Recognise that historians corroborate census evidence with other sources. Know that census evidence can reveal changes in local communities and support a local historical enquiry.	Interrogate census records; make inferences; formulate historical questions; compare census years; corroborate with other primary and secondary sources; identify change and continuity; plan and carry out a local-history enquiry.	census; decade; occupation; household; Victorian; Edwardian; primary source; secondary source; corroborate; inference; continuity; historical enquiry	Develops independent enquiry and source triangulation, directly supporting transition to KS3 History.
Pentecost – Unheard histories: Who should go on the £10 banknote?	Builds on evaluating significance, legacy, source interpretation and constructing supported historical judgements.	Know why historical figures appear on banknotes and what this communicates about national memory. Investigate the achievements and legacies of a range of people, including figures whose stories may be less widely represented. Understand that historical significance can be judged using explicit criteria and that judgements may differ depending on the evidence and criteria used.	Make inferences from visual and written sources; research achievements; compare historical figures; define and apply criteria for significance; evaluate legacy; select evidence; construct and defend a reasoned judgement.	banknote; historical significance; legacy; achievement; criteria; representation; evidence; inference; interpretation; judgement; commemoration	Culminates primary History by preparing pupils for KS3 source analysis, significance, interpretation, debate and evidence-based extended reasoning.