

Autumn 1: What role did Victorian Britain play in the transatlantic slave trade?

What is the transatlantic slave trade?
Who were key abolitionists of the time period?

Summer 2: How did the Willoughby family use Wollaton Hall to communicate their wealth?

I can look at iconography and the meaning of certain features.
Why would the Willoughby family want to be perceived this way?
What architectural features do you notice? Do you like the building?

Summer 1: Key person: Ole Roemer (discovered the speed of light in 1676)

Who was he?
Why is he important?
How did his discovery change the world?
Does it surprise you when he discovered it?

Key Vocabulary:

Now, Next, After, Then, Chronological, Enquiry, Similarities, Differences, Comparison, Evidence, Sources, Artefacts, Timeline, Explore, Discussion, Significant individuals, Significant events.

Autumn 2: How do we know who Eratosthenes was and what his achievements are?

Who was he? Why is he significant?
How does what he achieved impact on our modern life?

History in Year 6



Spring 2: What role did Nottingham play in the Industrial Revolution?

What was the Industrial Revolution? What effects did the revolution have?
What was life like before the revolution?
What was life like in Nottingham at this time?

History Skills:

I can order an ever-increasing number of events, movements, dates and artefacts on a timeline using accurate dates.

I can find out about beliefs, behaviour and characteristics of people and understand that not everybody had or shared the same.

I can explain a past event in terms of cause and effect and identify contrasts and trends over time in the lives of every day people.

I am aware of the concept of propaganda and how this can shape views.

I can use an ever-growing range of sources to find out about an aspect of a period of history

Spring 1: What environmental impact did the Conquistadors have on South America?

What is a conquistador?
What did they do?
What effect did they have on the environment?
Why is it important to protect the environment?

