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| World History Core Subject: Year 6 |
| National Curriculum: Pupils should be taught about: |
| * Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements.
* Some should be used to compare aspects of life in different periods
* Significant historical events and places in their own locality.
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| Historical Era: | Ancient Greece and the modern world (A comparative study) |
| Specific Focus: | Democracy |
| Project Question: | Discuss the ancient Greek system of democracy and its decline. Explore the revival of democratic societies across 20th Century Europe. |
| Key Themes |  Human Thought Settlement Continuity and Change Conflict Forms of Government  |
| Declarative Knowledge: | Procedural Knowledge |
| **General*** **Know** history is the study of the past (events that have already happened)
* **Know** BCE – Before the Common Era is a secular term(religiously neutral term)
* **Know** CE –Common Era is a secular term (religiously neutral terms)
* **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.).
* **Know** key facts aboutsignificant events and people on the chronological time line in the context of the local area, United Kingdom and wider world

**Historical Background****Specific chronology** * Know the Historical period known as Ancient Greece spans (3000BC - 146 BC)
* Know and sequence events from the Minoan civilisation to the end of the Greek Era

**Specific background events** * **Know** 1194–1184 BC Trojan War
* **Know** 776 BC Development of the Olympic Games

**Specific historical figures*** **Know** Herodotus (First Historian/The father of History) Thucydicies father of scientific history
* **Know** the Hippocrates Writings theory of the human body from a collection of sources
* **Know** Aristotle and the human body is the theory of one individual
* **Know** Alexander the Great (Historical leader and his major accomplishments )

**Specific Themes*** **Know** Democracy as the function of representatives and the senate;
* **Know** Democracy involves debating as problem solving process
* **Know** who could participate in the democratic process in Ancient Greece
* **Know** the mechanisms of the voting system
* **Know** a range of political systems in the modern world
* **Know** there are differences and similarities between Greek democracy and modern democracies
* **Know** who can participate in the democratic process in modern democracies (Britain Magna Carta/United Nations Conventions of the Rights of the Child/Declaration of Human Rights)
 | **Generic*** **To be able** to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* **To be able** to select and organise key historical information when researching a question in a historical period.
* **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative.
* They should understand how our knowledge of the past is constructed from a range of sources.
* They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* **To be able** to contextualise historical eras on the historical time line.
* Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
* They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Evaluate evidence to construct an argument for or against a phenomena

**Specific*** **To be able** to place Ancient Greece on the historical time line
* **To be able** to select and organise key historical information when researching historical questions about the period
* **To be able** to establish a historical narrative about events and themes in Ancient Greek life, society and political discourse and political conventions
* **To be able** to identify key differences between constitutional monarchies and republics and totalitarian states
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| Cross Curricular Links  |
| Literacy – Story of Odysseus |
| Historical Vocabulary (Non exhaustive) |
| myths, Persian, medicine, legacy, democracy, empire, citizen, ancient, democratic, totalitarianism, freedom, free speech, human rights  |
| Prior Learning | Historical Skills | Future Learning  |
| EYFSYear 1 * Battle of Hastings (Invasion)

Year 2 * The Great Fire of London

Year 3 * The Vikings (Invasion)

Year 4* The Tudors

Year 5* Post War Britain (Childhood Experiences)
 | * Ask historically valid questions.
* Develop critical thinking – question the historical narrative (to what extent was the democratic process available to all sections of Ancient Greek society)
* Evaluate the difference and significance between Primary and Secondary Sources
* Identify historical themes
* Evaluate primary sources as historical evidence
* Evaluate secondary sources as constructed narratives drawn from primary sources
* Construct an **objective** historical narratives draw from a range of evidence
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| Historical Writing |
| * Independently plan, organise, group and present findings in short paragraphs with increasing precision. Focus on using historical vocabulary and terms.
* Independently organise historical material to write a non-chronological report using a wide range of evidence.
* Independently organise historical material to write detailed historical recounts about key events in history in chronological order.
* Write detailed biography about a key historical figure. Themed and/or chronologically using biographical conventions from a wide range of sources.
* Write detailed historical report identifying continuity and change over time about a given historical theme drawn from a range of evidence.
* Write persuasive arguments based upon a wide range of historical evidence.
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| Local Connections | Museums |