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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. | | |
| 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 |
| 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 |
| EYFS  Year 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 |  |
| 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. |
| Local Connections | Museums | |