History Unit Plan
Y6 – Autumn 2

National Curriculum:

Pupils should be taught about:
- a local history study.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900

Prior Learning
What children have learned previously:

In Year 5, children have:
- Interrogated a range of evidence to learn about the ancient Egyptian & Maya civilisations.
- Focussed on religion, and how animals & pyramids played a significant part in their belief systems; comparing & contrasting the two religions.
- Learnt about the significance of the discovery of Tutankhamun's tomb & why we remember Ramesses II.
- Understand why both the Egyptian & Maya civilisations came to an end & the legacy left by both civilisations.

Current Learning
What children will learn now and build on previous knowledge

In Year 6, children will be required to:
- Interrogate a range of evidence to know what life was like in ancient Greece & compare this to life in the UK at the same time (link back to learning completed in Y3, Iron Age).
- Learn about the significance of Alexander the Great.
- Compare the ancient civilisations they have studied: Egyptian, Maya & Greek, & understand what attributes make a great civilisation (link back to learning completed in Y5).
- Understand why the Greek civilisation came to an end & how the Romans adopted Greek ideas (link back to learning completed in Y4, The Roman Empire & its impact on Britain).
- Give an opinion & justify if ancient Greece was the world's greatest civilisation (link back to learning completed in Y5).

Threshold Concepts:

Chronology **Location** **Enquiry** **Communication**

Subject Specific Pedagogy:

*Children engage in a valid **historical enquiry** or puzzling key question through which the learning grows over the sequence of lessons. Children are encouraged to devise their own enquiry questions & ways of tackling them.*

*Within any sequence of learning, objectives are always included for building **knowledge of** different aspects. This 'NOW knowledge' relates to the particular period & issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen 'HEREAFTER knowledge'.*

HISTORICAL ENQUIRY

KNOWLEDGE OF → COMMUNICATION ← UNDERSTANDING OF

*Within any sequence of learning, objectives are always included for developing children's **understanding of** particular elements; the precise focus is reflected in the key question.*

Children are always required to organise and communicate their findings at the end of a sequence of learning so their learning gains coherence. Children use their understanding of the history studied to help them decide how to organise & present their ideas most effectively.

Unit Focus:	**Ancient Greece – influence on the western world**			
Key Vocabulary:	Minoan Age Mycenaean Age Dark Age Archaic Period Classical Period	Hellenistic Period City States - *Athens & Sparta* Architecture Parthenon Theatre at Ephesus	Temple of Apollo Democracy Culture Laws Justice	Philosophy Government
Key Text(s):				
Number of weeks:	**6 weeks**	**Number of sessions:**	**12 sessions**	

Key Learning:

Chronological:
- Can draw a timeline with different time periods outlined which shows previous learning.
- Can say where a period of history fits on a timeline.
- Can place specific events on a timeline.
- Knows what was happening in the UK, during the same time-period.
- Know that some ancient civilisations showed greater advancements than people who lived centuries after them.
- Can use in context & use term s relating to different types of history e.g., culture, political, social & economic etc.

Continuity & Change:
- Understand what attributes make a great civilisation using previous learning (Egyptian, Maya & Greek civilisations).
- Can explain what we (Britain) have learnt from other civilisations through time.

Cause & Consequence:
- Can explain why the ancient Greek civilisation came to an end.

Communicating & Interpretations of history:
- Understand that different points of view can be expressed & explain why these are important in understanding & interpreting history.
- Understand why there may be different interpretations of events &/or ideas.
- Can describe how different types of evidence tell us different things about the past & understand why there may be different arguments & interpretations occur.

Similarity & Difference:
- Can they recognise & describe differences & similarities / changes & continuity between different periods of history.

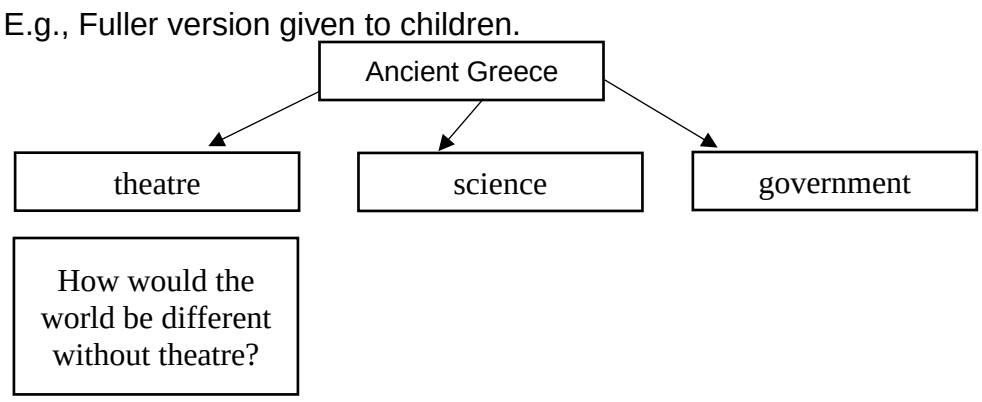
Significance:
- Know the importance of Alexander the Great.
- Understand the legacy of the ancient Greek civilisation & it's influence on life today.

Teaching Sequence:

SEND Support				
	Communication & Interaction: - Chunk instructions & Power Point on Showbie for pupils to follow. - Delivery of information is slowed down with time given to allow processing. - Modelling of task outcomes, so pupils clear about what is expected. - Pupils know how to access support; peers, resources, Showbie, teacher support etc. - Curriculum display to support recall of previously taught information. - Clear end points given for tasks; use of Kagan timers. - Task design is precise; History is the foci, not Literacy. - Key words & vocabulary emphasised; vocabulary is highlighted on planning, pupil topic sheets, Curriculum & 'Going for Gold' boards in all classrooms. - Visual timeline displayed. - Range of multi-sensory approaches used to support spoken language; Kagan Structures to support partner & group collaboration. - Delivery of information is slowed down with time given to allow processing. - Provide breaks between tasks; opportunities for 'Active Learning' & Kagan structures to be used to support teaching & learning.	**Cognition & Learning:** - Chunk instructions & Power Point on Showbie for pupils to follow. - Direct teaching of new vocabulary. - Key words & vocabulary emphasised; vocabulary is highlighted on planning, pupil topic sheets, Curriculum & 'Going for Gold' boards in all classrooms. - Text & print is displayed using appropriate font (Comic Sans) where appropriate. - Delivery of information is slowed down with time given to allow processing. - Pupils repeat back instructions to check understanding. - 'Active Learning' & Kagan structures used to allow frequent practice or recall & repetition. - Task design is precise; History is the foci, not Literacy. - Addition of new learning to Curriculum board & previous learning to aid & support recall. - Links made explicitly to previous learning; formally on Curriculum board & informally through discussion. - Use of voice notes on Showbie, dictation Apps etc.; IT to support learning. - Resource rich activities.	**Social, Emotional & Mental Health:** - Expectations made clear by giving clear explanations & modelling. - Chunk instructions & Power Point on Showbie for pupils to follow. - Provide breaks between tasks; opportunities for 'Active Learning' & Kagan structures. - Resources are prepared & easily accessible. - Clear end points given for tasks; use of Kagan timers. - Task design is precise; History is the foci, not Literacy.	**Sensory &/or Physical Needs:** **Visual Impairment:** - Provide opportunities for over-learning; Literacy & Reading session links. - Avoid laminating resources. - Check colours of background on whiteboard/Power Points & paper resources - Always use verbal explanations. - Read out loud as you write on board. - Support from Kagan 4's (peers). - Use of voice notes on Showbie, dictation Apps etc.; IT to support learning. **Hearing Impairment:** - Slow down speech rate, but keep natural fluency. - Allow more thinking & response time. - Teach & model vocabulary. - Provide key words & prompts to support learning. - Check that oral information &/or instructions have been understood. - Rephrase pupil contributions at an appropriate volume if necessary. - Support from Kagan 4's (peers). - IT to support learning; Power Point on Showbie. **Physical Difficulties:** - Allow additional time to complete tasks. - Positioning in class relative to their need & the task. - Eliminate inessential copying from the board – use IT to support learning. - Support from Kagan 4's (peers). - IT to support learning; dictation Apps etc.

Non-European Society:	**Is Ancient Greece the world's greatest civilisation?**	
Week 1	**Session 1:** **Chronology**	**Key Question:** **Chronology / Location: Ancient Greece;** *What, where and why?* **Key Learning:** • Chronology: can draw a timeline with different time periods outlined which shows previous learning. • Chronology: can say where a period of history fits on a timeline. • Chronology: can use in context & understand terms relating to different types of history e.g., culture, political, social & economic etc. • Location: map of the world.	**Task:** Challenge children to explain the difference between 'BC' and 'AD'. After sharing their ideas, discuss the definitions. Display the ten events from history and ask children to put them into chronological order and date them. Locate Greece on a map. Get them to locate Ancient Greece on a map and consider why its position was significant e.g., proximity to Europe, the Middle East, North Africa. Ask them to locate the city states of Athens and Sparta. Now focus in on the period between 2000 BC and 146 BC. Discuss the six main periods of time, or ages, within these dates: Minoan age, Mycenaean age, Dark age, Archaic period, Classical period, and Hellenistic period. Children create their own mind map/timeline of the Ancient Greeks. Analyse timeline looking at were Ancient Greece fits into world history. Discuss why the classical period is considered the golden age. Discuss some of the key terminology that emerges from this activity e.g., democracy, civilisation, culture, laws, justice.
	Session 2: **Similarity & Difference**	**Key Question:** **Chronology / Location:** *What was happening in the UK during the same time period?* **Key Learning:** • Chronology: know what was happening in the UK, during the same time-period. • Chronology: can use in context & understand terms relating to different types of history e.g., culture, political, social & economic etc. • Chronology: know that some ancient civilisations showed greater advancements than people who lived at the same time. • Similarity & difference: can recognise & describe differences & Similarities / changes & continuity between different periods of history.	**Task:** Make comparisons between life in Ancient Greece compared to that in the UK. Complete a comparisons grid looking at the similarities and differences between population, law, religion, buildings. Iron Age v Classical Age 500BC.

Week 2	**Session 3 & 4:** **Handling Evidence**	**Key Question:** **Enquiry**: *What do artefacts tell us about what life was like in ancient Greece?* **Key Learning:** • Communicating & Handling Evidence: understand why there may be different interpretations of events &/or ideas.	**Task:** How do you think we know so much about the daily life of the ancient Greeks? Explain that many objects from ancient Greece have survived for thousands of years under the ground. Archaeologists excavate and study these artefacts to see what they can tell us about the time period they were from. Look at the picture of the ancient Greek statue. Through studying the pictures, historians can determine what life was like in ancient Greece. What can you infer? Heavily modelled and children work in teams. Recap the above key points. Ancient Greek pottery has been the most useful in revealing what everyday life was like. Why do you think this was? Many of the pottery pieces were decorated with scenes from everyday life. Through studying the pictures, historians can determine what life was like in ancient Greece. What can you infer from the scenes on these vases? Any artefact or document that tells us about the past is called a source of information. A primary source is an original artefact or document from the time. A secondary source is something that is created later by someone that did not experience the time or event first-hand. Is the pottery a primary or secondary source? Can you think of any other examples of these two types of sources? Using a list of different examples of sources, ask children which are primary, and which are secondary sources. Encourage them to discuss their reasoning as a class. Which of the primary sources listed here might we find for ancient Greece? Which will we not find? Why? Discuss. Explain that they are going to find out more about daily life in ancient Greece by looking at both types of sources of information.
Week 3	**Session 5:** **Handling Evidence**	**Key Question:** **Enquiry**: *What do archaeological sites tell us about what life was like in ancient Greece?* **Key Learning:** • Communicating & Handling Evidence: understand that different points of view can be expressed & explain why these are important in understanding & interpreting history. • Communicating & Handling Evidence: can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur.	**Task:** Provide the children with photographs and plans of Ancient Greek archaeological sites such as temples, theatres e.g., the Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens. Ask them in small groups to investigate a specific site and record their findings both in writing and through making accurate drawings. Are every groups mind maps the same? Why might they be different?
Week 3	**Session 6:** **Continuity & Change**	**Key Question:** **Communicate**: *Are there any similarities between the Maya, Egyptian & Greek civilisations? What attributes make a great civilisation?* **Key Learning:** • Chronology: can say where a period of history fits on a timeline. • Continuity & Change: understand what attributes make a great civilisation recalling previous learning (Egyptian, Maya & Greek). • Continuity & Change: understand what we (Britain) have learnt from other civilisations through time.	**Task:** They get the chance to research all the three ancient civilisations. Use the information and pictures using the search function of the Historical Association to find pictures in the Primary History publications. Print off images for each group to use to investigate their civilisation. 1.They would each need to develop a uniform accepted writing script. Why would this be a necessity? Use images of Historic writing on the British museum website. Try to copy some of the script. Can they identify any repeating marks? What do they think it represents? 2. They would also need an agreed number system. Why? Can they find out what their ancient civilization's numbers looked like? 3. Would you need to set up any other agreed systems in your city? What else would you need to think about? E.g., defense, laws, roads, where to build public buildings etc. Provide children with key photos and words that they will then begin to see similarities and make connections. Create a mind map of connections with annotations.
Week 4	**Session 7:** **Continuity & Change**	**Key Question:** **Enquiry:** *Were the Greeks ahead of their time? What is their legacy? What do you think is their greatest contribution to the western world?* **Key Learning:** • Chronology: know that some ancient civilisations showed greater advancements than people who lived centuries after them. • Significance: understand the legacy of the ancient Greek civilisation& it's influence today.	**Task:** Provide children with these key aspects of Ancient Greek life. Government Philosophy Theatre Architecture Science and Technology Sports Art

			Ask the children to order these aspects as to what they feel is the most important to the least. Can they justify their choices through discussion/debate? Children have an original team and a discussion team to go and find information to then return and feedback the information to their team. Give children the same task, to order the aspects from least important to most based on their new knowledge. Children provide a valid reason for each one to be the greatest contribution. This reason must be synthesized. Children choose one of the following to evaluate, making reasoned judgements on their historical influence on the Western world today. Make a list of pros and cons for their chosen contribution. Have a debate with children in smaller groups to debate their contribution as being the greatest. As a group, reach an informed conclusion as to which contribution is the greatest and how it affects the western world to this day. Make a prediction based on how this contribution will develop in the future and if it will still serve a purpose in the future/ 1000 years' time.
Week 4 and 5	**Session 8 and 9:** **Historical Significance**	**Key Question:** **Enquiry:** *Who is Alexander the Great?* **Key Learning:** • Chronology: can draw a timeline with different time periods outlined which shows previous learning. • Communicating & Handling Evidence: understand that different points of view can be expressed & explain why these are important in understanding & interpreting history. Significance: know the importance of Alexander the Great.	**Task:** Read the story of Alexander the Great to the class. Share the story along with a map of the Ancient Greek empire and images of Alexander the Great from Ancient Greek statues, friezes, and pottery. Ask the pupils in pairs to use these sources to identify and record the main achievements of Alexander the Great, put them in the correct chronological sequence, and then to select what they believe to be his most important achievements and provide some reasons. Get each pair to design a plaque for a statue of Alexander the Great which includes what they believe to be his most important achievements. To finish get each pair to share with the rest of the class what they have chosen for their plaques. The class could then vote on which they think were the most important reasons.
Week 5 and 6	**Session 10 and 11:** **Cause & Consequence**	**Key Question:** **Communication:** *What brought the ancient Greek civilisation to an end?* **Key Learning:** • Chronology: can place specific events on a timeline. • Cause & consequence: can explain why the ancient Greek civilisation came to an end. • Significance: understand the legacy of the ancient Greek civilisation.	**Task:** By 146 BC the Romans controlled Greece. They were so impressed by Greek culture that they adopted Greek ideas and spread them across their empire. Provide children with a variety of reasons supported by historians for the decline of the Greek empire. Ask children to plot these on a timeline noting the impact each event had on the demise of the empire. Children write an explanation text answering the question.
	Session 12: **Handling Evidence**	**Key Question:** **Communication:** *Is ancient Greece the world's greatest civilisation? How do you know?* **Key Learning:** • Chronology: know that some ancient civilisations showed greater advancements than people who lived at the same time or centuries after them. • Chronology: can explain what we (Britain) have learnt from other civilisations through time. • Communicating & Handling Evidence: understand that different points of view can be expressed & explain why these are important in understanding & interpreting history. • Communicating & Handling Evidence: understand why there may be different interpretations of events &/or ideas. • Significance: understand the legacy of the ancient Greek civilisation & it's influence on life today.	**Task:** Children are asked to imagine the world if the Ancient Greeks had never become the great civilization they did. What would the world be like? Complete the classification grid. Discuss how this may have impacted the future, i.e., the Romans wouldn't have conquered it and therefore not adapted their ideas which may have impacted the Romans conquering Britain therefore potentially our version on the modern day could have been entirely different. E.g., Fuller version given to children.  Children will demonstrate the cause and effect that Ancient Greece had on the modern world.