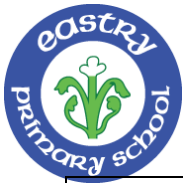




EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	6
SUBJECT	History
KEY VOCABULARY	<i>civilisation, era, theocracy, eye witness, one sided, consequences, impact, bias, motive, extent of change /continuity, timeline, chronological, pyramid, temple, sacrifice, astrology, astronomy, ritual, evolution, analyse, relevance, persuade, theory, debate, theatre, revolutionary</i>
END POINTS KNOWLEDGE	<p>Knowledge Organisers ...</p> <p>Maya Land Use, Rule and Beliefs</p> <ol style="list-style-type: none"> 1.I know where Maya civilisation fits in the context of British history timeline and Ancient civilisation 2.I know that the ancient Maya civilisations showed greater advancements than people who lived centuries after them. 3. I know some aspects of Maya civilisation was less civilised than other ancient civilisations e.g. democracy and I can make comparisons between features of ancient civilisations /people /how people from those civilisations lived 4.I know how to use my maths skill to work out exact time scales and time differences – e.g. periods within Mayan civilisation (5.I know how to look at more than 1 version of events and say how the author may be attempting to persuade or give a specific viewpoint 6.I know how to communicate my knowledge and understanding of an event (orally and in writing) and can offer points of view based upon what I have found out 7.I know how to research and use a variety of sources, compare an aspect / aspects of the ancient Maya civilisation <p>Significant Individuals</p> <ol style="list-style-type: none"> 8.I can explain the impact and individual has had on an industry, popular and world culture, 9.I can explain the significance of an individual on life today <p>All Areas Maya Land Use, Rule and Beliefs, significant individuals</p> <ol style="list-style-type: none"> 10.I know the terms <i>civilisation, era, theocracy, eye witness, one sided, consequences, impact, bias, motive, extent of change /continuity</i>, in my learning? 11.I know how to summarise and analyse the pros and cons of main events from a specific period in history, explaining the key events and giving my own opinions about these events.
IT HELPS IF I ALREADY KNOW	<p><u>Anglo-Saxon Viking Conflict / Ancient Greece</u></p> <ol style="list-style-type: none"> 1.I know how to describe events and periods using the words: ancient/ century. 2.I know the overlap between periods in history. (Anglo-Saxon-Viking conflict / Ancient Greece) <p><u>All Areas - Anglo-Saxon Viking Conflict / Ancient Greece / WW2</u></p> <ol style="list-style-type: none"> 3.I know how to use a timeline within a specific time in history to set out the order things may have happened.



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



- 4.I know how to recognise and quantify the different time periods between different groups that invaded Britain.
 - 5.I know how to use my mathematical knowledge to work out how long-ago events would have happened.
 - 6.I know how to describe events from the past using dates when things happened.
 - 7.I know why certain events happened as they did in history.
 - 8.I know why Britain would have been an important country to have invaded and conquered.
 - 9.I know how to explain and reason about how events from the past have helped shape our lives.
 - 10.I know why certain people acted as they did in history noting the pros and cons of their actions.
 - 11.I know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
 - 12.I know how research help can identify similarities / differences between given periods in history
- I have information finding skills in writing to write historical information