

Unit Title: What will our historical footprint be?

History
Y6
Summer 2

End Points:

Change (in and between periods)

Look at the 'legacy' which we have been left from each ancient civilization. Consider similarities and differences

Be able to place Ancient Maya on a timeline and consider other civilisations which were taking place at the same time and consider how they link to each other (or not)

Cause and effect (including key aspects such as invasion)

Consider the effects of historical events and discoveries and how they impacted on future events in modern society

Learn about the demise of ancient civilisations

Significance

Significant discoveries/inventions

Significant figure: Fredrick Catherwood

Significance of society, beliefs, architecture and social norms at that time and the impact of these

End of unit Assessment:

Children to consider what their legacy will be at Rose Wood, and, in a broader sense, what their generation's legacy will be.

- What were the key legacies of all the ancient civilisations studied?
- How have the legacies of ancient civilisations impacted on modern day life?
- How are the remains of ancient civilisations celebrated?

Links:

Text –


History – Ancient Egyptians (Y3); Romans (Y4); Anglo-Saxons (Y4); Ancient Greeks (Y5); Vikings (Y5)

- Prior Learning:**
- Children can link learning about other ancient civilisations studied to form an understanding of the ancient world
 - Children will use their knowledge of other civilisations studied to understand that legacies have been passed on by invasions or exploration
 - To recognise the impact of ancient civilisations on modern life in Britain




Key Aspects of the Unit:
Skills:



Knowledge:



Concepts (end points):



- Key Historical Knowledge:**
- To know when in history the Maya Civilisation were prominent
 - Understand that other civilisations existed at the same time
 - To understand that the Maya did not encounter other civilisations studied through school due to their location
 - To know that modern life is impacted by ancient civilisations
 - To understand the beliefs and virtues of the Maya Civilisation
 - To understand the reasons for the demise of the Maya Civilisation
- Historical Skills:**
- Sources of evidence**
- Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture.
- Sequencing the past**
- Pupils will use secondary sources to develop a brief understanding of the history of trade

Vocabulary	
archaeologist	Someone who studies the past by exploring old remains
architecture	The art of planning, designing and constructing buildings
Chichen Itza	A village in Yucatan state in Mexico: site of important Mayan ruins. A UNESCO World Heritage Site
civilisation	A human society with its own social organisation and culture
deities	A god or goddess
demise	Something or someone is at the end of their life: death
culture	Activities such as the arts and philosophy, which are considered to be important for the development of civilisation
hierarchy	A system of organising people into different ranks or levels of importance, for example, in society
trade	The activity of buying, selling or exchanging goods or services
polytheists	The worship of or belief in more than one god
Mesoamerica	Central America- the countries consist of Mexico, Guatemala, El Salvador, Belize; and the western sections of Honduras and Nicaragua and northern Costa Rica
indigenous	Originating or occurring naturally in a particular place; native
society	People in general, thought of as a large group