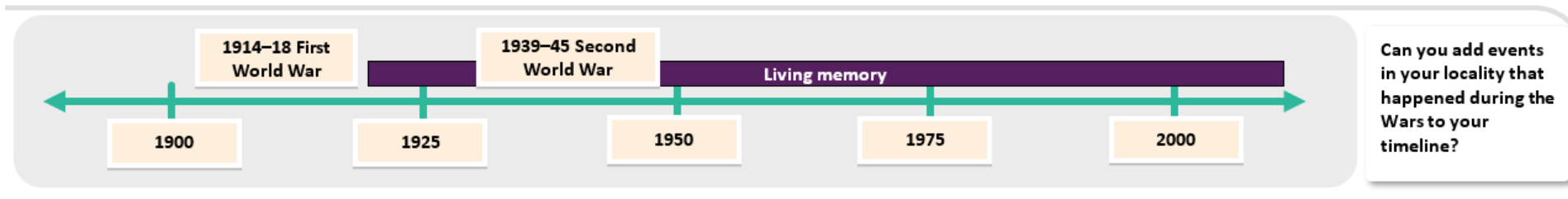




Year 6 Autumn

Local History & Selfless Service- WW2 What was the impact of WW2 on Blackpool?



| Making connections/Required prior knowledge | Substantive knowledge to be explicitly taught <small>(knowledge about the past)</small> | Making connections/How knowledge will be built upon |
|--|--|--|
| <p>Year 2 and Year 3 Local History units.</p> <p>Make connections with Year 5: Journeys Remind them of some of the journeys undertaken in previous units studied and why these journeys were undertaken.</p> <ul style="list-style-type: none"> Invasions – for many reasons Power England a wealthy country For financial gain Climate / landscape Farming potential etc Persecution / fear <p>Relate to migrants today – fleeing war torn countries</p> | <ul style="list-style-type: none"> Understand how World War 2 had an impact on our local area. Explain how the Second World War had an impact on the lives of children Understand the dangers of life in WW2, with particular reference to the Blitz and bombing Understand that the degree of danger in World War 2 varied depending on location Use and evaluate a range of different types of sources of evidence to arrive at judgements about WW2 War graves and local war memorials can tell us a great deal about the local people who died. <p>Chronological Knowledge Know about the order of events in the war.</p> | <ul style="list-style-type: none"> Ancient Greeks – conflict. Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. (Allies in WW2) |
| <p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p> | <p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p> | <p>Vocabulary</p> |
| <p>Cause and effect</p> | <p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p> | <p>Allies , Axis, Annex , Blitz, Evacuee, Rationing, Civilian, Nazi, Party, Propaganda</p> |

Historical Enquiry

Using sources as evidence

DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY WW

- Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance
- Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.
- Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Key Assessments – Highlighted

Constructing / Communicating the past

- Beginning to discuss and ask and answer more complex questions about the past
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

Sequencing the past- Chronology

- An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework
- Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).
- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

Change and development Continuity and Change

- Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum
- Understanding some of the ways in which people's lives have shaped this nation.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

Significance and interpretations Historical Significance

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as empire, civilisation, monarchy and democracy

Historical Enquiry Historical Investigations

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

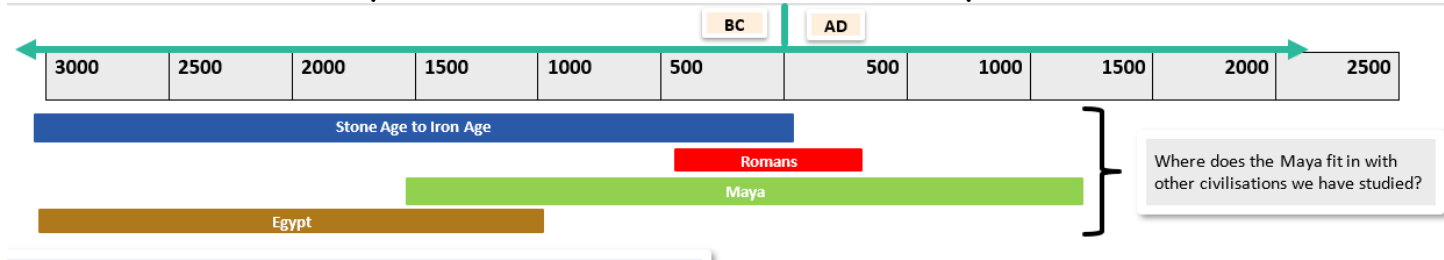
Using sources as evidence

- An increasing awareness of the different ways in which the past is represented and interpreted
 - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
 - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.



The Maya Civilisation

Why should we remember the Maya?



| Making connections/Required prior knowledge | Substantive knowledge to be explicitly taught (knowledge about the past) | Making connections/How knowledge will be built upon |
|--|--|--|
| <ul style="list-style-type: none"> • Link to Y3- The Maya civilisation was a Stone Age culture as they didn't have metal. • Ancient Maya built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y4) • The Maya people developed a writing system based on symbols called 'hieroglyphs'. (Ancient Egypt Y4) • The Ancient Maya civilisation and the Roman Empire (Y4) were relatively autocratic civilisations. • Maya people made many technological advances and established a huge trading empire. (Romans Y4) • Maya people worshipped up to 300 gods, each one doing a different job. (Y4 Romans) <p>•Make the connections with a Chronology across previously studied units – Focus on BC</p> <p>•What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence</p> <p>•What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains</p> | <ul style="list-style-type: none"> • Describe the lives of the Maya in the past and present day • Have knowledge of key areas of the Maya Civilisation, including: cities, beliefs, technology and culture. <p><i>-Know the Maya civilisation formed a society of city-states</i> <i>- Know the Maya believed in many gods</i> <i>-Know the Maya people built pyramids to worship their gods and offer sacrifices</i> <i>-know Maya people made many technological advances and established a huge trading empire</i> <i>- Know the Maya had a writing system based on symbols called 'hieroglyphs'.</i> <i>- Know the ancient Maya developed an advanced number system for their time.</i></p> <ul style="list-style-type: none"> • Understand theories to explain why the Maya civilisation disappeared • Give reasons why the Maya should be remembered. <p>Chronological Knowledge</p> | <p>Links to Ancient Greeks</p> <ul style="list-style-type: none"> • Ancient Greeks worshipped gods who were responsible for different parts of life. • Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta • Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths • The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy |

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| <ul style="list-style-type: none"> The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages | Knows that the Mayans had an extensive time period from 2000BC until 1300AD | |
| Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below. | Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit | Vocabulary |
| Constructing / Communicating the past Sequencing the past- Chronology Change and development | Leadership, agriculture , migration, civilisations , childhood, worship , society , equality | Civilisation, City-state , Astronomy , Nobles, Scribes, Hierarchy, Glyphs, Calendar , Codices, Temple, Pagan Sacrifice |

DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY The Maya

- Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance
- Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.
- Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Key Assessments – Highlighted

Constructing / Communicating the past

- Beginning to discuss and ask and answer more complex questions about the past
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

Sequencing the past- Chronology

- Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).
- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

Change and development Continuity and Change

- Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum
- Understanding some of the ways in which people's lives have shaped this nation.
- Understanding some significant aspects of history – nature of ancient civilisations;
 - Identify key things that stayed the same between periods.
 - Identify key things that changed between periods.

Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance

Significance and interpretations

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as civilisation

Historical Enquiry

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

Using sources as evidence

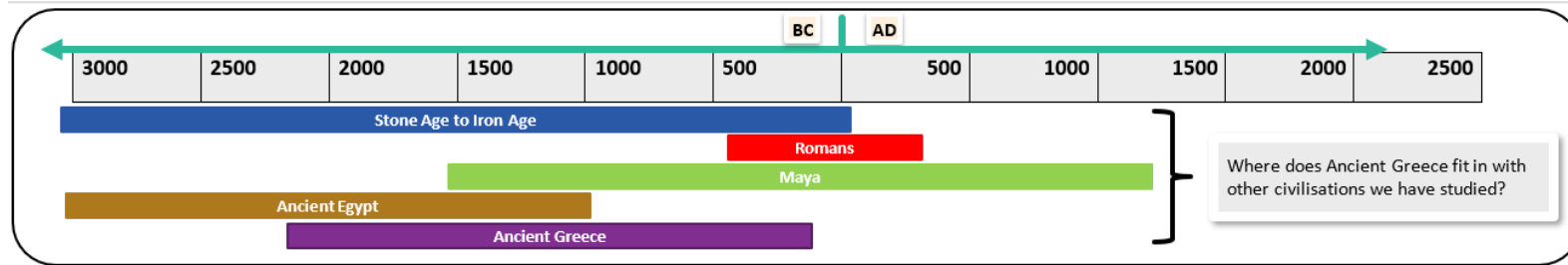
- An increasing awareness of the different ways in which the past is represented and interpreted
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.



The Ancient Greeks

What did the *Greeks* do for us?



Making connections/Required prior knowledge

- Ancient Maya lived in city-states, but the relationships between them were generally less harmonious than those in Ancient Greece (Y6)
- Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Y4)
- The Ancient Maya, like the Ancient Egyptians (Y4) and Greeks (Y6), built temples to honour their gods. The Maya built these at the top of step pyramids (Y6)
- Roman gods (Y3) were based on Greek gods
- An empire is a group of countries or places ruled by one person (Y4)
- An autocracy is a system of government where one person or one group can rule exactly as they want to forever(Y4)
- Ancient Egypt was an empire, led by an autocratic pharaoh (Y4)
- The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died (Y4)
- Ancient Greeks were pioneers in many areas, including mathematics, art, philosophy and science. Link to Romans (Y4)
- Not all aspects of Ancient Greek life should be admired, for example their treatment of women (Link to Suffragettes), children, disabled people and animals and their use of slavery (Romans link)

Substantive knowledge to be explicitly taught (knowledge about the past)

- To know the location and time period of Ancient Greece and draw comparisons to other civilizations studied, including the Maya
- Know how the timeline for Ancient Greeks is divided into a number of different periods: e.g. Minoan, Mycenaean, Classical, Greek, Hellenistic, Roman Greek
- Knows the Ancient Greeks worshipped many gods and goddesses.
- To identify similarities and differences between life in the Greek City States Sparta & Athens
- To interpret information from artefacts and archaeological sites to make reasoned judgements on what life was like in Ancient Greece
- To understand the importance of the Olympic games to the Ancient Greeks and make comparisons with the modern games
- Have knowledge of key areas of the Greek Civilisation’s achievements
- To identify the most important legacy of the Ancient Greeks giving reasons.

Chronological Knowledge

- Know about the Greek period from 1200BC to 323BC

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| Constructing / Communicating the past Sequencing the past- Chronology Significance and interpretations Using sources as evidence | Leadership, agriculture, migration, civilisations, childhood, worship, society, equality | Civilisation, City-state, Empire, Democracy, Spartans, Athenians, Oligarchy, Monarchy, Temple, Myth, Hoplite, Phalanx Legacy |
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