

# Ashwell Primary School

## History Curriculum

### Year 6 - Knowledge and Skills Organiser



Year 6 Key historical skills to be developed in Year 6	Key vocabulary
<p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Have a clear understanding of the order of the time periods that they have studied</li> <li>Comment on trends that happen over time.</li> <li>Annotate a timeline with historical terms and facts, showing a sense of historical scale</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about changes, similarities and differences.</li> <li>Discuss and debate trends and themes over time.</li> <li>Describe changes across an historical period e.g. social, political, cultural and technological</li> </ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"> <li>Independently ask and answer clear questions about the past</li> <li>Discuss and compare a range of plausible causes and effects.</li> <li>Investigate and describe how ancient civilisations can still have an impact on our life</li> </ul> <p><b><u>Significance and interpretation</u></b></p> <ul style="list-style-type: none"> <li>Recognise that some events and people are more significant than others are, and use evidence to back-up responses.</li> <li>Understand that historical knowledge comes from a range of sources,</li> <li>Make links between historical events, changes and cultures across a range of periods studied</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>Consider the reliability and appropriateness of resources when using to answer a specific question.</li> <li>Draw conclusions on what happened based on the study of a range of sources.</li> <li>Identify ways in which an enquiry could be improved or extended</li> </ul> <p><b><u>Using sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about an aspect of the past, understanding that there is often not a single answer to historical questions.</li> <li>Question the usefulness and accuracy of different sources of evidence</li> </ul>	<p>ancient modern era/period BC, BCE AD, CE century decade continuity/change interpretation/infer consequence first and second hand evidence significant reliable opinion propaganda conclusions</p>
<p><b>Prior knowledge / skills this builds on:</b> Year 5</p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Place events, people and date from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3 and 4</li> <li>Place world history events on a timeline.</li> </ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"> <li>Discuss changes, similarities and differences.</li> <li>Deepen their understanding of trends/themes over time.</li> <li>Describe what life was like for different people living at the same point in history (rich/poor, military/civilians)</li> </ul>	

**Cause and effect**

- Ask and answer clear questions about the past
- Ask 'why' questions to further historical understanding.
- Debate and discuss different opinions about historical causes and effects.

**Significance and interpretation**

- Develop their understanding that historical knowledge comes from a range of sources,
- Understand that there can be many versions of the same events in history
- Give reasons why these may exist.

**Historical enquiry**

- Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question
- Use a range of sources to help draw conclusions

**Using sources of evidence**

- Understand that some evidence from the past is opinion, propaganda and that this affects interpretations of history
- Comment on the usefulness of different sources.

**Year 6- Ancient Greece****Core Knowledge to be acquired**

- Know when and where the Ancient Greek civilization existed. Relate to other civilisations and events studied at KS1 and 2
- Describe and order some key events from ancient Greek times.
- Identify the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta.
- Compare democracy in ancient Greece with the UK.
- Understand what made the Greek armies and navies so effective.
- Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.)
- Research life in Ancient Greece, using artefacts where possible (e.g. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?)
- Understand the impact of Ancient Greece on modern world (e.g. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).

**Key Vocabulary:**

Democracy  
Parthenon  
Marathon  
Olympics  
Citizen  
Column  
Athens  
Sparta

**Curriculum Enrichment / Cultural Capital Opportunities**

- Opportunities to explore historical artefacts linked to the Ancient Greeks

### Year 6- Mayan Civilisation

#### Core Knowledge to be acquired

- Understand who the Maya people where and when and where in the world they lived.
- Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2.
- Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2.
- Describe what life was like for different people living at the same point in history (e.g. men / women, rich / poor, military / priests / civilians etc.).
- Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (e.g. comparing Mayan and Egyptian pyramids).
- Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer.
- Recognise that much of our knowledge comes from later invaders, and discuss the reasons why these may be biased or incomplete.

#### Key Vocabulary:

Mesoamerica  
Civilisation  
Indigenous  
Priest  
Noble  
Slave  
peasant  
codices

#### Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore historical artefacts linked to the Mayan Civilization

### Year 6- British Leisure and entertainment

#### Core Knowledge to be acquired

- Identify and describe the technological, cultural and social changes that occurred during the 20th century e.g. the change in popularity of cinema, the rise in popularity of TV, the boom in British holidays
- Compare and contrast the lives of young people in the 1960s with those today.
- Identify and describe a range of reasons for the changes studied
- Understand how technological changes in 20th century affects our lives today.

#### Key Vocabulary:

Entertainment  
Leisure  
Talkie  
Technology  
Decade  
Revolution

#### Curriculum Enrichment / Cultural Capital Opportunities

#### Prior knowledge this builds on:

#### British History

Year 5- Anglo- Saxons and Vikings

Year 5 -WW2-The reasons for and impact of WW2