

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><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> ▪ Have a clear understanding of the order of the time periods that they have studied ▪ Comment on trends that happen over time. ▪ Annotate a timeline with historical terms and facts, showing a sense of historical scale <p><u>Change and development</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about changes, similarities and differences. ▪ Discuss and debate trends and themes over time. ▪ Describe changes across an historical period e.g. social, political, cultural and technological <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ▪ Independently ask and answer clear questions about the past ▪ Discuss and compare a range of plausible causes and effects. ▪ Investigate and describe how ancient civilisations can still have an impact on our life <p><u>Significance and interpretation</u></p> <ul style="list-style-type: none"> ▪ Recognise that some events and people are more significant than others and use evidence to back-up responses. ▪ Understand that historical knowledge comes from a range of sources, ▪ Make links between historical events, changes and cultures across a range of periods studied <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> ▪ Consider the reliability and appropriateness of resources when using to answer a specific question. ▪ Draw conclusions on what happened based on the study of a range of sources. ▪ Identify ways in which an enquiry could be improved or extended <p><u>Using sources of evidence</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ Question the usefulness and accuracy of different sources of evidence 	<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>Prior knowledge / skills this builds on: Year 5</p> <p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> ▪ Place events, people and dates from historical periods being studied on a timeline and relate to events studied at key stage 1 and those at year 3 and 4 ▪ Place world history events on a timeline. <p><u>Change and development</u></p> <ul style="list-style-type: none"> ▪ Discuss changes, similarities and differences. ▪ Deepen their understanding of trends/themes over time. ▪ Describe what life was like for different people living at the same point in history (rich/poor, military/civilians) 	

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 were 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

Prior knowledge this builds on:

British History

Year 5- Anglo- Saxons and Vikings

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