

Year 6 History

Progression of knowledge and skills

	Unit 1	Unit 2	Unit 3
	The Great War – the significance of remembrance	How did Britain show solidarity in WW2?	Ancient Mayan Legacies
Disciplinary Focus	Historical significance Can I explain the significance of remembrance day?	Historical interpretation Use a variety of sources to explain how Britain showed solidarity in WW2	Similarities and differences Identify and explain the Ancient Mayan legacies that are still evident in today's society.
Key vocabulary	Empire Remembrance Symbol	Evacuate Invade Ration Source Solidarity Declare Civilian Outbreak Conflict	Accomplish Culture Legacy Indigenous Democracy Civilisation
Substantive knowledge	I know the first World War was fought from 1914 - 1918. I know that first World War started because countries were trying to expand their empires.	I know how Britain has had a major influence on the world I know who the Allies and Axis were	I know that Mesoamerica is a region of North America. I know this area was one of six ancient civilisations

	I know that the majority of the world's countries became involved in the conflict forming two military alliances: . The Triple Entente including: Britain, France, Russia (they were helped by USA, Japan and Italy) 2. The Central Powers included Germany, Austria, Hungry, Bulgaria and the Ottoman Empire. I know that WW1 was fought in trenches, mainly in France. I know that WW1 I was known as the "war to end all wars" because of the great slaughter and destruction it caused. I know that Remembrance Day poppies became a symbol of remembrance, after the war the trenches were filled in and poppies were the only flowers, which grew on these fields. I know that WW1 officially ended with the signing of the Treaty of Versailles on 28 June 1919	I know why World War Two began and who was involved in relation to the Treaty of Versailles. I know that Neville Chamberlain and Winston Churchill were Prime Ministers during the war I know that Adolf Hitler led the Nazi Party in Germany. I know that Hitler directed the invasion of Poland. In response, Britain and France threatened war if Germany did not withdraw. The war began on the 3rd September 1939. I know and recall key aspects of Neville Chamberlain's speech announcing war which he delivered via the wireless to the British public. I know that rationing was a key event in British history. Rationing was a proactive measure to prevent food shortages. I know that rationing continued after the war as there were still shortages. I know that the life of Princess Elizabeth changed as a result of the war. She trained as a mechanic and driver which was unusual for a member of the Royal Family.	I know that a civilisation is a human society with its own social organisation and culture I know that between 3500 and 2000 BC humans began to build permanent villages in the region. These settlements formed the Maya civilisation. I know where the Maya lived on a world map of South America including Central America, Southern Mexico Guatemala, Belize and Honduras, I know that the main cities were called Chichen Itza and Tikal. I know that Chichen Itza was an example of a successful city state. I know that the Maya society was very complex. There were hundreds of cities. Different classes including: commoners, a middle class, nobles and the king and his royal court. I know that Chiefs were great warriors who led armies.

		I know before the Second World War, women were expected to be 'housewives'. I know the war changed the world of work for women forever. I know that women were called up for war work from March 1941. I know that women were an integral part of victory. I know that children, mothers with infants and the infirm were evacuated from British towns and cities during the Second World War. I know that families who received evacuees were called host families.	I know that between 250-1000 AD the dynasties ruled the major cities such as Tikal. I know that a dynasty is a series of rulers belonging to the same family. I know that Tikal is in modern day Guatemala. I know that the Mayans believed in God. I know that people made sacrifices to the gods. I know how a Mayan pyramid is similar and different to an Egyptian one. I know that the Mayans made significant cultural advances such as hieroglyphics and had a maths system. I know that the Mayans created the concept of 'zero'. I know that Mayans used detailed calendars in farming. I know that the Mayans developed one of the first solar calendars

			I know that the Mayans were advanced and would trade goods for goods. I know that the Mayans would trade different natural resources such as jade. I know that after 3000 years in 1600 AD the Maya were conquered and destroyed by the Spanish invaders.
Disciplinary knowledge	**Cause and Consequence** Understand that a cause makes something happen and that historical events have causes. Understand that a consequence is something that happens as a result of something else. **Historical Significance** Talk about why the event was important and what happened.	**Continuity and Change** Begin to identify old and new things across periods of time through pictures, photographs and objects. **Cause and Consequence** Understand that a consequence is something that happens as a result of something else. Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.	**Continuity and Change** Begin to understand that some things change and some things stay nearly the same. **Similarities and Differences** Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Recognise some similarities and differences between the

		Historical Significance Explain reasons why someone might be significant.	past and the present. Identify some similarities and differences between ways of life in different periods.
Historical enquiry	**Historical Interpretations** Start to understand that there can be different versions of the same event from the past; **Chronological Understanding** Order dates from earliest to latest on simple timelines;	**Historical Interpretations** Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. **Knowledge and Understanding of Events and People in the Past** Know and recount episodes from stories and significant events in history; **Historical Investigations** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Use evidence to explain the key features of events	**Historical Interpretations** Start to compare two versions of past events; Observe and use pictures, photographs and artefacts to find out about the past; explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. **Chronological Understanding** - sequence artefacts and events that are close together in time;