

History at Great Whelnetham

C of E Primary School

Year 6



Cycle 1	
Title	Ancient Greeks – Groovy Greeks
Overview	The aim of studying this period in History is for children to understand the significance of this pioneering ancient civilisation in World History, its achievements and its influence on the modern world. The unit will focus on the Olympian gods and the belief system around them, but will also look at everyday life for normal people, their homes, food and clothes. Art and DT will be brought into many cross curricular activities throughout as we re-create aspects of the Ancient Greeks' lives.
Knowledge Acquisition	Children will know about the 12 Olympian gods, what and whom they represent, their symbols and powers. They will use this knowledge to create their own god or goddess. They will understand some of the important myths surrounding the gods and how these influence behaviour and teach a lesson about life. Children will know what daily life was like in Ancient Greece and how society was organised. They will know what Greek people believed happens to us when we die and be able to map and describe the Underworld. They will make and experience Greek foods and describe them under headings such as taste, texture and smell.
Key LOs	<ul style="list-style-type: none">• To know the Olympian gods and their family tree• To understand how the Ancient Greeks worshipped a particular god more than another according to where they came from and what job they did• To evaluate historical sources and take a balanced view from the evidence they provide• To know the history of the Olympic Games and why sport and athleticism was important to the Greeks as a preparation for war• To express opinion on and evaluate foods by particular categories• To create outfits, wreaths and shields to use in competition for their own Ancient Olympic Games• To understand how ordinary people lived, what they ate and what their houses were like
Key Vocabulary	Gods and goddesses, myths, Olympians, Olympics, mythical beasts, minotaur, Pegasus, labyrinth, servants, city states, Delphi, Athens, Corinth, Sparta, Gaia, Uranus, Cronus and the Titans, acropolis, laurel wreaths, marathon
Key Learning Experiences	<ul style="list-style-type: none">❖ Launch lesson to hold an Ancient Greek Olympics with foot race, chariot race, javelin and long jump wearing helmets and carrying shields❖ Visit to Cambridge Museums including Fitzwilliam for a Greeks workshop (where possible)❖ Greek Food day, making hummus, tzatziki and flatbreads and making notes on taste and texture

	<ul style="list-style-type: none"> ❖ A Home Learning project to make a model of a temple to the god or goddess they have created ❖ Guided Reading unit of Percy Jackson and the Lightning Thief which references Greek mythology throughout ❖ Write and design an information poster on their own Greek god ❖ Write the myth surrounding their new Greek god or re-write an existing myth in their own words
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Title	The Suffragettes
Overview	The aim of studying this movement and its period in recent history is to understand how society has changed in a relatively short period of time and how those changes affect the lives of everyone in our country. The unit will give an overview of the British political and democratic system, and how what we now take for granted as basic human rights came from hard fought victories by some strong and determined individuals. The children will also be made aware that a lot, although not all, men acknowledged the inequality of the voting system. The unit will look at how public opinion was gradually changed, and the sometimes radical methods used by protesters and rally organisers to achieve this.
Knowledge Acquisition	<p>The children will know that voting inequality only began to be redressed 100 years ago. They will understand how these changes came about through direct action and affect our everyday lives.</p> <p>They will learn about the key characters who fought for the rights of all women and made sacrifices to achieve their goals and stand up for what they believed in.</p> <p>The children will know how protests and rallies were organised and how they were publicised.</p> <p>They will understand how protesters were arrested, imprisoned and mistreated whilst in custody.</p>
Key LOs	<ul style="list-style-type: none"> • To understand the voting system in Britain • To know how the voting system was unfair and what needed to change to make it fair • To learn about the Suffragettes movement and know who the key characters were • To understand the methods that the women protesters were willing to go to make their voices heard • To understand how the mistreatment of protesters in prison contributed to a change in public opinion on the voting rights issue • To learn about the rallies held in cities to publicise the movement • To participate in a debate on the suffrage movement with teams representing the government, the Suffragists and the Suffragettes
Key Vocabulary	Suffragettes, arrest, parliament, democracy, voting, election, equal rights, civil disobedience, government, protest, rally, hunger strike, forced feeding, Emily Pankhurst, Millicent Fawcett, Emily Davidson
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Experience the injustice of unequal voting rights for themselves during the Launch Lesson as they are told that only boys are allowed to become, or vote for, the fictitious 'Head of School' ❖ Role play as family members with opposing views discussing whether women should be given the vote ❖ Design and create a leaflet for a suffragette rally in Hyde park outlining the key arguments of the movement

	❖ Write a newspaper report about the protest suicide of Emily Davidson at the Epsom Derby in 1913
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Cycle 2	
Title	The Maya – Rites and Rituals
Overview	The aim of studying this period and peoples in History is for children to understand the significance of this Non-European civilisation in World History, its achievements and its influence on the Western world. The unit will combine views of the Mayans from the temples as discovered by explorers in the jungles of Central America in the 19 th century with those of their actual lives, rituals and festivals between the 2 nd and 15 th centuries. We will focus on religious ceremony and sacrifice, food and drink, temples and sports, aided by an expert archaeologist who is able to give us first-hand accounts of excavating artefacts, via virtual workshops online.
Knowledge Acquisition	<p>The children will know about the explorers who found Mayan temples overgrown in the rainforests of Mexico and Guatemala, and how they look now.</p> <p>They will understand how evidence and artefacts found by these explorers and archaeologists has informed our view of the lives of the Maya around a thousand years ago. They will understand how there is still areas of uncertainty in our knowledge, particularly around why they began to decline.</p> <p>The children will know about Mayan food and drink, such as the maize tortilla and a chocolate drink that is the forerunner to hot chocolate.</p> <p>They will learn about Mayan religious beliefs, ceremonies and rituals, and will look at arguments for and against the practice of human sacrifice.</p> <p>They will know what festivals the Maya held and learn about games that were played in stadia with a ball.</p> <p>They will understand where the rise and fall of the Maya sits on a timeline of history and which other major civilisations were dominant at the same time.</p> <p>The children will understand how the Maya used a sophisticated system of writing and numbers.</p> <p>They will know how the Mayan calendar was very advanced compared to others of its time, and how it predicted an end to the world which has already passed.</p>
Key LOs	<ul style="list-style-type: none"> • To know when the Maya lived and how they grew, flourished and then declined • To understand how archaeologists, use buildings, artefacts and stone carvings to form opinions about how the Maya lived and worshipped • To consider how exploration and travel can lead to pressure on some civilisations • To develop an argument on either or both sides of a notion, and to participate in a debate to present their argument • To use knowledge of Mayan food and drink to design a menu for a festival banquet • To identify the main parts of a job description for a Mayan priest
Key Vocabulary	Temples, pyramid, sacrifice, priest, cacao, chocolate, pok-ta-pok, codices, logograms, syllabograms, calendar, job description, debate, banquet, decline, maize, tortilla, the Three Sisters, stellae, carving
Key Learning Experiences	<ul style="list-style-type: none"> ❖ 'Discover' a Mayan temple in the jungle in the Launch Lesson ❖ Interact with a Virtual Workshop from renowned Maya archaeologist Dr Diane Davies, with 5 hours of online content ❖ Write and design a job advert for a Mayan priest ❖ Participate in a debate on human sacrifice ❖ Design a banquet for a Mayan festival

- ❖ Create and wear a Mayan mask
- ❖ Make a moving Mayan calendar disc and calculate dates

Title	The Stone Age to The Iron Age
Overview	<p>The aim of studying these historical periods is to ensure pupils understand changes in Britain during the Stone Age. They will learn about hunter-gatherers and their everyday lives, including homes and farming. Pupils will be able to devise valid questions to inform their understanding of how this way of life evolved. Historical questions will be answered using relevant sources of evidence. Historical places of significance will be studied whilst making links with geographical locations around the UK, such as Stonehenge and Skara Brae.</p>
Knowledge Acquisition	<p>The children will know that the Stone Age refers to a period before records began. They will know that the Stone Age is divided into three distinct periods – The Paleolithic Period which began in 8000 BC/BCE, The Mesolithic Period, which began in 6000 BC/BCE and the Neolithic Period which began in 4000 BC/BCE.</p> <p>The children will know that during Paleolithic period people were hunter gatherers who could make tools and weapons, during the Mesolithic period people remained nomadic and honed their skills and during the Neolithic period began to settle and farm. The children will know that the Stone Age to the Iron Age spanned 10,000 years up to the Roman invasion.</p> <p>The children will know the different species of animals existing in Britain during these times and that this is evidenced by cave drawings. Children will know that artefacts and human remains evidence ways of life, tools and belongings made and used by people living during these times.</p>
Key LOs	<ul style="list-style-type: none"> • To develop a chronologically secure knowledge of events in the Stone Age. • To know how to identify different homes from the Paleolithic, Mesolithic and Neolithic times. • To be able to ask and answer questions making comparisons between life in the stone age and life today, • To be able to identify and sort foods stone people ate and recognize how their diet changed • To know how to create pictures in the style of cave paintings
Key Vocabulary	<p>Stone Age, Paleolithic, Mesolithic, Neolithic, Hunter, Gatherer, Neanderthal, Homo-sapien, BC Before Christ, BCE – before Common Era, shelter, primitive, forager, weapons, tools, spear, sickle, club, flint, axe, antler, mammoth, sabre-toothed, extinct, dangerous, enormous, farming, agriculture, carvings, cave painting, artefact</p>
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Visit historical sites – Rendlesham Forest (Den building, foraging) ❖ Creating visual timelines of the three time periods ❖ Designing and building stone age houses using natural materials(DT link) ❖ Creating cave paintings and natural art (Art link) ❖ Foraging and tasting activity (Science/DT link) ❖ Guided Reading opportunities relating to Stone Age themed texts ❖ Writing recounts of forest trip