



Year 6: History



Autumn Term – Ancient Greece

Enquiry: The story of the Trojan Horse – fact, myth or legend?

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Through looking at maps, paintings, sculptures, engravings, mosaics, statues, manuscripts and written accounts the children will be taught about a study of Greek life and achievements and their influence on the western world. Our Year 6 historians will understand how and why Ancient Greece was divided into city states and how these states were often at war. This will lead them into the story of the Trojan horse, where they will evaluate a range of evidence and reach an informed judgement as to whether they feel the story of the Trojan horse at the siege of Troy was factual, a myth or a legend.</p>	<ul style="list-style-type: none"> ➤ What the term 'civilisation' means ➤ Why Greece 2500 years ago became one of the most important places in the ancient world ➤ The area of the modern world that was once part of the empire of Ancient Greece ➤ The major achievements of the Ancient Greece civilisation ➤ What a city state is and why there were so many in Ancient Greece ➤ Why the city of Sparta and Troy began a war that lasted ten years ➤ Why Greek armies laid siege to Troy ➤ What the so called 'Trojan Horse' was believed to have been ➤ The story of the Trojan Horse ➤ The difference between a myth and legend ➤ Whether they feel the story of the Trojan Horse at the siege of Troy was factual or a myth or legend 	<p>Synthesise Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement A personal view or opinion about something supported by factual evidence.</p> <p>Justify Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p>Evaluate Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p>Hypothesise Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>

Sequence:

Prior to studying this unit, the children will have knowledge of what a civilisation is through the study of Bronze Age and Iron Age Britain, The Anglo Saxons, The Vikings and The Mayans. They will have developed an understanding of how these societies all have certain characteristics of cultural and technological developments. Through studying earlier units, they will know that invasions and wars are almost always about gaining control. As historians, they will understand the importance of artefacts as they attempt to make informed judgments about the past.

Spring Term – The British Empire

Why did Britain once rule the largest empire the world has ever seen?

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Through photographs, maps, books, paintings, films and written accounts the children will be taught about an important aspect of British history. In this unit, our Year 6 historians will develop their understanding of an empire and extend this knowledge by looking at colonies within the British Empire in 1921. They will know how the empire was of benefit to Britain, but crucially they will understand the hardships that this led to. As historians, the children will investigate why it was hard for Britain to maintain its empire and how the colonies are now largely independent sovereign nations. The children will know the purpose of the modern-day Commonwealth and why independent countries still remain part of the Commonwealth to this day.</p>	<ul style="list-style-type: none">➤ What an empire is➤ Recall their knowledge and understanding of why the Romans built an empire➤ What a colony is➤ The colonies that formed the British Empire at its height in 1921➤ Why Britain built an empire beginning in the time of King James I➤ The benefits this brought to Britain➤ The hardships faced by many indigenous people whose home these colonies were➤ Why after the Second World War Britain found it increasingly difficult to maintain its empire➤ Why most former colonies are now independent sovereign nations➤ Why Britain went to war with Argentina over the Falkland Islands in 1982➤ The purpose and countries of the Commonwealth➤ Why many independent countries that were once colonies of the British Empire now belong to the Commonwealth	<p>Synthesise Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement A personal view or opinion about something supported by factual evidence.</p> <p>Justify Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p>Evaluate Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p>Hypothesise</p>

Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

Sequence

Prior to studying this unit, the children will have learned about what an empire is and why the Romans invaded Britain to extend their empire. They will know the changes that happened in Britain when it was part of the Roman Empire and what happened in Britain after the Romans left. The children will have considered some of the positive and negative effects of the Romans on Britain when it was part of the Roman Empire and they will have prior understanding of trade, what it involves and how important it is to countries and cities.

Summer Term – The Shang Dynasty

How did a pile of dragon bones help to solve an ancient Chinese mystery?

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In Year 6, our historians will be taught about the achievements of the earliest civilisations. Through the use of photographs, maps, drawings, statues, artistic reconstructions and artefacts they will learn about the Shang Dynasty. They will know that it occurred at the same time as the Bronze Age in Britain, and they will make comparisons. As historians, they will use artefacts to find out about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty and why there is no evidence of the lives of ordinary people. They will study the reigns of King Cheng Tang and Di Xin and explain why these rulers were particularly important.</p>	<ul style="list-style-type: none"> ➤ That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC ➤ This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation ➤ That until 1899 there was no evidence that the Shang Dynasty had ever actually existed ➤ What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty ➤ The likely purpose of carved oracle bones during the Shang Dynasty ➤ What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty ➤ Why there is no evidence of the lives of ordinary people of the Shang Dynasty ➤ How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different ➤ The importance of the Shang burial chamber discovered at Yi Au in 1976 ➤ What the artefacts and remains found in the tomb tell us about the person who was probably buried there ➤ Why tombs of monarchs and noblemen often became the target of graverobbers during the Shang Dynasty 	<p>Synthesise Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement A personal view or opinion about something supported by factual evidence.</p> <p>Justify Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p>Evaluate Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique</p>

➤ How life during the Shang Dynasty compared with life for most people in Bronze Age Britain

Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence

Hypothesise

Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

Sequence:

Prior to this unit, pupils studied Life in Bronze Age Britain which occurred at the same time as the Shang Dynasty. They have learned about an empire through studying the Romans and they will know about why the great jungle cities of the Maya civilisation were ultimately abandoned – lending links that correlate to the end of the Shang Empire.