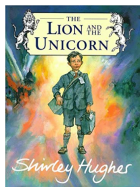




History Medium Term Plan - Year 5/6 - Cycle A

	Autumn 1 - Ancient Greece	Spring 1 - World War 2	Summer 1 - Mayan Civilization
Big Concept	  	  	  
History concepts	Continuity and Change Significance	Interpretations Cause and Consequence	Evidential Enquiry Interpretations
Big question	<i>How have the Greeks changed the world?</i>	<i>Why was the Battle of Britain a significant turning point in World War 2?</i>	<i>How can we possibly know what life was like for the Mayan people over 1000 years ago?</i>
Substantive knowledge	Ancient Greece – a study of Greek life (role of women), achievements, and their influence on the western world	A significant turning point in British history, for example, the first railways or the Battle of Britain	<i>A non-European society that provides contrasts with British history - The Maya Civilization</i>
Chronological understanding	776BC - 146BC	1940s	300 BC - 900 AD
Vision and rationale	Children will develop their chronological skills to explore the change and lasting influence the ancient Greeks left upon the western world that occurred during 776BC - 146BC. The children will learn about the concept of democracy, the first Olympic games, day to day life in ancient Greece and Greek culture (including theatre, pottery and architecture). They will discuss and evaluate the legacy the Greeks left behind and how their influence can still be seen today in the western world.	Children will explore the events and circumstances that led to the outbreak of World War 2. They will learn about the consequences the war brought about - evacuation of children, rationing of supplies as well other impacts on day to day life. Children will learn about 'the Battle of Britain' as a significant event in history. They will discuss and evaluate its importance as a role in the final outcome of the war as well as how it provided new opportunities for women and how women's roles changed during the course of the war.	Children will learn the Maya Civilization at its height by analyzing images of artefacts, culture and architecture. Children will be able to make comparisons between other ancient civilizations they have previously studied (Pyramid - Egyptians). They will learn about the Maya cultural hierarchy, religious practises of human sacrifice, games and trade which allowed the civilization to flourish. They will look at the great city of Chichen Itza and how it dominated an area surrounded by jungle. They will make comparisons between the scientific/cultural advancements the Maya were making and those in Britain. Finally, they will suggest their own ideas as to why the civilization fell into decline by interpreting events and evidence.



Prior Learning	- Knowledge of lifestyles in different civilizations. - Understanding of BC and AD - Chronology of significant time periods - Bronze/ Stone Age, Anglo Saxons, Romans, Victorians/ - Other civilization - Gender roles	- Gender roles - Knowledge of lifestyles in different civilizations. - Understanding of BC and AD - Chronology of significant time periods - Bronze/ Stone Age, Anglo Saxons, Romans, Victorians/ - Conflict - Romans - Travel - Space travel, Roman empire expanding	- Chronology of significant time periods - Bronze/ Stone Age, Anglo Saxons, Romans, Victorians/ - Other civilizations include the Ancient Egyptians and Ancient Greeks. - Knowledge of lifestyles in different civilizations. - Beliefs of other ancient civilizations - Understanding of BC and AD
Suggested cross curricular text if using one			
Key Vocabulary	Chronological, Millennium, Century/ decade, BC/ BCE, AD/ CE, Era, Time period, Similarities differences, Primary/secondary sources, Ancient, Modern, Archaeology, Archaeologist, contrasts , trends over time, democracy, chronological, legacy	Primary/secondary sources, Ancient, Modern, Archaeology, Archaeologist, Century/ decade, AD/ CE, Era, Time period, Similarities differences, chronological, influence, impact, significant, symbol	invasion , conquest,resistance, Chronological Chronological, Millennium, Century/ decade, BC/ BCE, AD/ CE, Era, Time period, Similarities differences, Prehistoric evidence, Primary/secondary sources, Ancient, Modern, Archaeology, Archaeologist, contrasts , trends over time, settlements, incursions, Influence, significant impact
Specific Vocabulary	Olympics, temple, Athens, Sparta, column, Doric, Ionic, Corinthian, philosopher, theatre, festival, civilization, Hellenistic, chiton, ostrakon, oligarchy, Greece, Persia, Rome	Air raid, air raid shelter, axis, allies , blackout, Blitz, Blitzkrieg, civilians, coupons, D-Day, evacuee, rations, gas mask, Nazi, invade, liberate, occupied, propaganda, rationing,	Chichen Itza, Yucatan Peninsula, obsidian, Kukulcan, stelae, Itzamna Cacao, The Hero Twins, Codex, Calendar, hieroglyph, temple, maize, astrology, sacrifice
Historical skills	Chronology: Use dates and terms related to a time before the common era. BC/BCE Investigating and interpreting: Discuss reliability of sources linked to the scarcity of primary sources. Pose a variety of questions to reflect and compare between everyday life now vs then. Knowledge and understanding:Describe similarities and differences between people and events over time and evaluate their impact on today's world.	Chronology: Understand specific dates across a decade and how this fits into a wider context in modern history. Investigating and interpreting: Begin to evaluate the usefulness of different sources and bias Knowledge and understanding Give reasons for the changes in the features of the period studied.	Chronology: Sequence several events or artefacts on a timeline and compare them to those in Britain at the time. Investigating and interpreting: Pose answers to historical questions through interpretations of resources. Knowledge and understanding: Identify reasons for and results of people's actions.

