



History Year 6 Long Term Plan

Themes (Number of weeks/Term)	The impact of WW2 Autumn 1	The Maya Civilisation Spring 1	The Ancient Greeks Summer 1
NC Content/ Coverage	Effects of WW2 Did WWII or WWI have the biggest impact on our locality?	Why should we remember the Maya?	What did the Greeks do for us?
Substantive Knowledge/skills	• I can explain that Germany invaded Poland on 1st Sept 1939, prompting Britain and France to declare war on 3rd Sept 1939. • I can explain in simple terms how the Treaty of Versailles led to the start of WW2. • I can explain that the war lasted from 1939 to 1945. • I can explain the significance of Adolf Hitler and the Nazi Party in the beginning of the war. • I can explain that there were two sides: 1) The Allies: Great Britain, French, the Soviet Union (Russia) and later the USA and 2) The Axis: Germany, Italy and Japan. • I can explain how and why children were evacuated to the countryside to avoid bombing while adults faced strict rationing of food and clothes. • I can explain what children travelled with while being evacuated – gas masks, identity tags and a small suitcase. • I can explain the importance of the Ration Book.	• I can explain that the Maya civilisations were in Mesoamerica in AD1100. • I can locate Mesoamerica (Mexico, Central America) on a map. • I can place the Maya on a timeline, to contemporary Britain (e.g. AD1100). • I can explain the importance of maize and cacao during the Maya period. • I can explain the clothing that was worn during the Maya period, such as headdresses and traditional dress. • I can explain what homes and cities were like, e.g. city-states, pyramids, marketplaces, palaces (Tikal). • I can explain the role of different people during the Maya period, e.g. rulers, priests, scribes and everyday people. • I can explain what Maya writing was like including the use of Hieroglyphs and codices (fold-out books). • I can explain the Maya number system, including dots and bars and explain the complex calendars and how these were used. • I can explain the Maya link to astronomy, e.g. how building temples aligned with stars. • I can describe the Maya architecture, e.g. looking at how pyramids and temples were designed and built.	• I can explain when the Ancient Greek time period was, including placing this on a timeline and understanding BC/BCE. • I can explain the contrasting life in Athens (democracy, philosophy) with Sparta (warriors, strict society). • I can explain what daily life was like during the Ancient Greeks period, including homes, food, roles of men and women, children's education and social structure. • I can explain their beliefs and culture, such as The Olympian Gods (Zeus, Hera etc.), myths (Hercules, Trojan War) and temples. • I can explain some of their achievements and inventions, such as the first Olympics, philosophy, theatre, mathematics and architecture (Parthenon). • I can explain the role of key figures such as Alexander the Great and the extent of his empire. • I can explain their legacy including their influence on modern democracy, language, education and sports. • I can use evidence to analyse sources, answer questions and draw conclusions. • I can order events during the Ancient Greek period and understand their significance. • I can compare Athens and Sparta and Ancient Greece to today.



	● I can explain the significance of The Blitz and how this impacted life e.g. the development and use of Anderson shelters. ● I can explain the continued role of women during the war and The Land Army. ● I can explain the significance of the Blackout during The Blitz. ● I can explain The Dunkirk rescue, The Battle of Britain and D-Day and how these events were significant to the conflict. ● I can begin to explain about The Holocaust and the significant impact this had on people's lives. ● I can explain what VE day is and that it marked victory in Europe followed by the surrender of Japan in August 1945. ● I can describe some examples of the impact of WW2 on our locality e.g. The role of the steel industry, how this made Scunthorpe a target for air raids/enemy bombing, the influx of women and child evacuees	● I can explain the culture and beliefs of the Maya people, including Gods, religion, temples, rituals and ceremonies. ● I can explain the significance of the ball game, Pok-ta-Pok. ● I can explain the importance of music and dance, including instruments like drums, panpipes and ocarinas. ● I can explain theories that led to the decline of the Maya population, e.g. droughts, warfare, disease, overpopulation and trade collapse. ● I can explain how people know about the decline of the Maya population, e.g. archaeological evidence and limited codices.	● I can pose relevant questions, research these questions and interpret evidence. ● I can consider different viewpoints, e.g. the role of men compared to women and understand how this might have changed over time.
Disciplinary skills and knowledge	Sequencing the past I can recall many of the significant events and people involved in WW1 and WW2 using appropriate dates, period labels and terms Change and Development/Similarity and Difference I can compare and contrast the impact of WW1 and WW2 on our locality	Constructing the past I can provide overviews of the most significant features of the Maya civilisation. I can begin to make links and group them into themes, e.g. social, cultural. I can make links with themes in other societies studied, e.g. The Ancient Egyptians.	Constructing the past I can provide overviews of the most significant features of the Ancient Greece time period. I can begin to make links and group them into themes, e.g. social, cultural. I can make links with themes in other societies studied, e.g. The Ancient Egyptians.



	I can confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. I can draw conclusions about which WW had the most significant impact on our locality, justifying my views I can begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on locality. Cause and Effect I can independently explain the effects of the key events in WW1 and WW2 e.g. how the World Wars had an impact on this locality. I can order these effects into a hierarchy of significance and comment insightfully on why I have selected this order. I can begin to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term. Planning and Carrying out a Historical Enquiry I can independently plan and produce quality, detailed responses to a historical enquiry. I can make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. I can reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.	Significance and Interpretations I can confidently explain the reasons why particular aspects of a historical society were of particular significance, e.g. I can describe and then critically evaluate the significance of various achievements made by The Maya Civilisation. I can develop a hierarchy of importance and explain that while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance. I can confidently and independently identify the different interpretations in a range of topics. I can give a range of valid reasons for the different interpretations in a range of topics. I can demonstrate insight into why some aspects of the interpretation may be the same. I can refer to the differing types of representation. Planning and Carrying out a Historical Enquiry I can independently plan and produce quality, detailed responses to a historical enquiry. I can make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from my own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. I can confidently use a broad range of challenging, relevant historical terms throughout. I can critically evaluate my enquiry and consider ways in which it could be improved or developed.	Significance and Interpretations I can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. describing and then critically evaluating the significance of various achievements made by the Ancient Greeks. I can introduce a hierarchy of importance and explain that while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today. I can confidently and independently identify and explain ways in which the different interpretations about Athenian society or about the Olympic Games differ. I can give a range of valid reasons why there could be different interpretations about Athenian society or about the Olympic Games. I can demonstrate insight into why some aspects of the interpretation may be the same. I can refer to the differing types of representation. Planning and Carrying out a Historical Enquiry I can independently plan and produce quality, detailed responses to a historical enquiry. I can make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from my own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. I can confidently use a broad range of challenging, relevant historical terms throughout. I can critically evaluate my inquiry and consider ways in which it could be improved or developed.
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	I can confidently use a broad range of challenging, relevant historical terms throughout. I can critically evaluate their enquiry and consider ways in which it could be improved or developed. Using Sources as Evidence I can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. I can explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.		
Teaching sequence	L1- I can explain the causes, key countries, alliances in World War 2. L2- I can explain the role of women and why children were evacuated while adults faced strict rationing . L3-I can explain the significance of The Blitz and how this impacted life. L4-I can begin to explain about The Holocaust and the significant impact this had on people's lives. L5- I can what VE day is and that it marked victory in Europe followed by the surrender of Japan in August 1945 L6- I can describe some examples of the impact of WW2 on our locality	L1- I can explain where the Maya lived and place them on a timeline. L2- I can explain Maya food, clothing, homes and the roles of different people. L3- I can explain Maya writing, numbers, astronomy, architecture and beliefs. L4- I can explain the importance of Pok-ta-Pok, music and dance in Maya culture. L5- I can explain theories that led to the decline of the Maya population. L6- I can explain how people know about the decline of the Maya population.	L1- I can explain when the Ancient Greek time period was and order key events L2-I can explain the contrasting life in Athens (democracy, philosophy) with Sparta (warriors, strict society) and consider the role of men compared to women. L3-I can explain what daily life was like during the Ancient Greek period, including homes, food, roles of men and women, children's education and social structure. L4- can explain some of their achievements and inventions, such as the first Olympics, philosophy, theatre, mathematics and architecture (Parthenon). L5-I can explain the role of key figures such as Alexander the Great and the extent of his empire L6-I can explain their legacy including their influence on modern democracy, language, education and sports

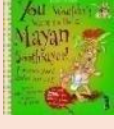


Key vocabulary	impact, alliance, civilian, casualty, legacy, inscription, conscription, rural, urban, Luftwaffe, propaganda, ration book, Anderson Shelter	Civilisation, city-state, hierarchy, codex, ritual, astronomy, economic, political, Meso-America, nobles, pagan, scribe	Philosophy, mythology, acropolis, Spartan, aristocracy, Minoan, Mycenaean, classical, Hellenistic, terrain, agora, trireme, democracy.
Additional/ Cross Curricular and continuous Opportunities	Children will be regularly asked to place each of the periods and key events on a history timeline. At the start of each History unit, there will be a short retrieval quiz to revisit key learning from previous units. Each unit will link to Geography through the exploration of maps linked to settlements and/or key events. PSHCE 'Relationships' units provide the opportunity to retrieve and further explore themes such as causes of conflict from the WW units. As part of myths and legends in Literacy, the children will retrieve their learning from the Ancient Greek unit.		
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This unit is taught at the point where pupils are more emotionally mature and able to consider the cost of war from a variety of perspectives including a moral one, as well as dealing with some potentially upsetting themes in relation to its impact on people. This unit builds directly on pupils' understanding of conflict, cause and consequence and societal change developed through their study of WWI. Having explored WW1 and its immediate effects, pupils are now prepared to take a more comparative and evaluative approach, examining the wider and longer-term impact of war. This unit strengthens pupils' ability to analyse continuity and change by considering how warfare has shaped political systems, technological development, social structures and human experiences across different contexts. Pupils further refine their skills of interpretation and evaluation by engaging with a wide range of evidence and by considering how perspectives on war differ depending on time, place and viewpoint. This unit encourages increasingly independent enquiry, requiring pupils to select evidence, justify conclusions and articulate historical arguments. By	This unit builds directly on pupils' understanding of societal development, decline and legacy developed through previous units. Having now explored how conflict can shape, transform and destabilise societies, pupils are now prepared to examine these themes within a contrasting non-European civilisation. This unit strengthens pupils' ability to apply secure chronological and geographical understanding by locating the Maya in time and place and comparing their civilisation with contemporary Britain, reinforcing pupils' understanding of parallel histories. Pupils further refine their skills of constructing the past by selecting and organising evidence from archaeological sources, written records and interpretations to explain how the Maya lived and why they are remembered. Enquiry and interpretative skills are extended as pupils explore competing theories surrounding the decline of the Maya, evaluating the reliability and limitations of evidence. The focus on writing systems, calendars, architecture and belief systems allows pupils to assess historical significance and justify why certain developments had a lasting impact. It also allows children to retrieve knowledge from previous year groups in relation to writing systems, such as those in the Ancient Egyptian unit. By the end of the unit, pupils are well prepared to progress to the study of ancient Greece, where they will apply these same disciplinary skills to another influential civilisation, enabling them to make increasingly sophisticated	This unit forms a natural and purposeful culmination to pupils' historical learning in UKS2. Building on the Maya civilisation unit, pupils transfer and deepen their understanding of how complex societies are organised, remembered and interpreted and how this civilisation has had a profound and lasting influence on the modern world. Secure chronological thinking is further developed as pupils place Ancient Greece accurately within a BCE timeline and compare it with previously studied civilisations, strengthening their understanding of long-term historical change and continuity. The contrasting studies of Athens and Sparta require pupils to analyse similarity and difference, evaluate different forms of governance and social organisation, and consider how viewpoints and values shape historical interpretation. Through the study of beliefs, culture, achievements and key individuals, pupils refine their ability to assess historical significance and legacy, making informed judgements about why certain ideas and developments continue to influence society today. Enquiry skills are embedded throughout the unit as pupils pose increasingly sophisticated questions, interrogate a range of sources, draw reasoned conclusions and justify interpretations using evidence. This final unit consolidates core KS2 historical concepts through a highly engaging theme while introducing modes of thinking central to KS3 history, including abstract political



	concluding with a broader understanding of how conflict influences the rise, decline and transformation of societies, pupils are well prepared to transition to the study of the Maya Civilisation. This unit also prepares pupils for the KS3 Post-War unit as they will retrieve knowledge from the WW units and make connections to the modern world and the lasting impacts of war on a more complex level.	comparisons, evaluate historical legacy and engage in complex historical. This unit links directly to non-European societies and global history which children will study in KS3, such as Islamic civilisations.	ideas, philosophical thought and the critical evaluation of evidence.
Adaptations for LA pupils	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs • Reduce length of texts used as sources (without reducing historical concepts) • Pre-teach key vocabulary • Provide adult support to model responses where appropriate • Provide vocabulary mats and pictorial representations	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs • Reduce length of texts used as sources (without reducing historical concepts) • Pre-teach key vocabulary • Provide adult support to model responses where appropriate • Provide vocabulary mats and pictorial representations • Provide history timeline card showing key events for pupils to order	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs • Reduce length of texts used as sources (without reducing historical concepts) • Pre-teach key vocabulary • Provide adult support to model responses where appropriate • Provide vocabulary mats and pictorial representations
Adaptations for GD pupils	• What would you dislike the most about warfare? • Do you think that going to war was the correct decision and why?	• Which Maya achievement do you think was most impressive: writing, mathematics, astronomy, or architecture? Explain your answer. • Was the decline of the Maya civilisation caused by one factor or many factors working together? Explain your reasoning.	• Which Greek achievement has had the greatest impact on the modern world: democracy, philosophy, mathematics, science, theatre, or the Olympics? • What might have been the biggest challenge of living in Ancient Greece?
Resources/approaches	• Use resources from Rising Stars and Oak Academy e.g The impact of WW1 (RS) • North Lincolnshire Museum- WW2 loan boxes	• Use resources from Rising Stars and Oak Academy e.g. Cacao and maize (OA) and The Maya Civilisation (RS)	• Use resources from Rising Stars and Oak Academy e.g The Ancient Greeks (RS) and Ancient Greek civilisation: why is Alexander called 'The Great'? (OA) and Ancient Greek civilisation: what is its most significant legacy? (OA)



	  	  	  
Career links	Heritage officer, Museum Curator, History Teacher, Genealogist, Archivist, Military Historian	Archaeologists, Museum Curator, History Teacher, Mayanist, Epigraphist	Archaeologists, Museum Curator, History Teacher, Archivist, Classicist