



History Curriculum Content

Milestone Three

Year 6

Autumn

Spring

Summer

Unit

The Maya

The Victorians

World War Two

Focus

Event/Time Period: 18000 BCE – 900 CE
Impact: Creation of first calendar, advances in mathematics, architectural designs and the writing system

Person: Queen Victoria
Event/Time Period: 1837-1901
Impact:

Time Period: 1939-1945 and impact of life afterwards
Impact: Creation of the United Nations and the Universal Declaration of Human Rights

Enquiry Question

How have the life of the ancient Maya impacted on our lives today?

How did the British Empire grow under Queen Victoria's reign?

Why did the world go to war in 1939 and what impact did it have?

Learning Experiences/ Hook

Archaeologist visit

Kelham Island Visit

Rationing
WW2 visit- Eden Camp

Knowledge Categories

Fingertip Facts

The Maya are native Americans from Central America who built a great civilisation that lasted 2000 years.

At its peak, the civilisation was made up of 40 cities with 2 million people.

The Maya were expert mathematicians and were skilful astronomers and architects.

The Maya developed innovative systems of agriculture to feed themselves.

The Maya developed a writing system with over 500 symbols and used paper to make books.

The British Empire grew, and Britain came to rule over a quarter of the world's population.

Cities increased in size as people came to work in factories. As a consequence, urban centres became overcrowded with factories and houses.

The Industrial Revolution saw new inventions, like the steam engine, completely change the way people lived, and how they worked.

Some of Britain's most famous authors, such as Charles Dickens and the Brontë sisters, were writing during this time.

World War Two was the most deadly conflict the world has ever seen

		<p>The Victorian era was a period of exploration and discovery. Explorers went in search of lost cities, to map uncharted territories and as missionaries, hoping to spread their faith and establish churches, schools and hospitals.</p>	
<p>Disciplinary Knowledge (Being a Historian)</p>	<p><u>Investigate and interpret the past</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u></p>	<p><u>Investigate and interpret the past</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><u>Build an Overview of World History</u> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u></p>	<p><u>Investigate and interpret the past</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><u>Build an Overview of World History</u> Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand Chronology</u> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p>

	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> <p><u>Communicate Historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><u>Communicate Historically</u> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • chronology • continuity • change • century • legacy • decade <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
<p>Substantive Knowledge</p>	<p>Settlements By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. A large population of farmers growing corn, maize and squash surrounded Maya cities. The Maya created farmland by cutting away the trees and vines of the surrounding rainforest. The Maya people also used more advanced farming methods, such as irrigation and terracing, to help produce food.</p>	<p>Society The lives of the rich and the poor were very different in Victorian times. Wealthy landowners of earlier years became wealthy factory owners and continued to control political life and the economy. Newly educated experts like engineers and lawyers, teachers and doctors became part of the middle classes who went on to change the way that politics worked, wanting more representation in parliament. However, despite improvements in the lives of many people, the poor and very poor continued to live and work in terrible conditions.</p>	<p>Location The Second World War was a global conflict. The Allies and Axis powers drew more than 30 countries into the conflict. From its beginnings in Western Europe, battles raged across Europe, around the Mediterranean, in Africa and the Middle East and around the Pacific.</p> <p>Conflict In the decades after the First World War, Europe was still under the threat of another great conflict. Hitler, the leader of the Nazi party in Germany, had come to power promising to rebuild the German army and was</p>

Food and Farming

The Maya had to overcome the challenge of growing food in the rainforest to feed the growing populations of their urban centres.

They used a slash-and-burn method of farming, which meant cutting down trees and plants to make room for their crops. The soil they farmed was not very fertile, so the Maya used ash for fertiliser and rotated their crops. Crop rotation allows the soil time to recover before replanting and helps increase yields. Another characteristic feature of Maya agriculture was terracing. Built to increase the amount of land that can be farmed, terracing involves levelling out hilly and mountainous areas by building walls.

Culture and Pastimes

The beliefs and culture of the Maya continue to fascinate people today. The Maya were skilful mathematicians and astronomers and used their knowledge to build an accurate calendar system. This was significant because it told the Maya when to plant crops, when to harvest and even when to make a sacrifice to the gods. The Maya's mathematical and astronomy skills also influenced their architecture – temples and other public buildings were built so that sunlight would hit certain places at particular times of the year, often in time for a religious ceremony.

The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had over 500 symbols or glyphs to represent words and ideas. Only the most educated would have been able to use this writing system, so scribes became important and respected people. The symbols

Settlement

The enormous changes in industry seen in the Victorian era brought people from the rural parts of the country into urban centres like Manchester, Birmingham, Leeds and Bradford. Without access to education, this new working class had to work very long hours in difficult conditions. Children made up a large part of the workforce in factories, mills, mines and workshops. These new towns and cities also became overcrowded, and pollution created significant problems for people's health and wellbeing.

Cultural and pastimes

People in the Victorian era wanted to learn more about the world around them. New learning in science was of particular interest and often challenged religious beliefs and ideas. Art galleries, libraries and museums were built in every large city. Some of Britain's most famous authors, such as Charles Dickens and the Brontë sisters, were writing during this time.

soon invading parts of Europe. Britain and France agreed to help Poland if it was invaded, but that didn't stop Hitler. His army moved into Poland, and the Second World War had begun. The conflict involved some of the most famous battles in history, including the Battle of Britain between the British and German airforces. Pearl Harbor was attacked by the Japanese and brought the United States into the war in 1941. The Second World War also witnessed the use of a powerful new weapon, the atomic bomb, which the USA used on two cities in Japan.

Propaganda is a type of communication used to influence the opinions of people to support a cause or belief. Historians agree there have been many examples of propaganda throughout human history (including during the Reformation and the First World War). However, propaganda is most closely associated with the Second World War and its use by Adolf Hitler and Joseph Goebbels as a weapon of war. Examples of propaganda include artwork, posters, speeches, films and the printed word.

The Second World War saw the first use of a powerful and devastating weapon, the atomic bomb. Its use (by the USA in Japan) helped bring about the end of the war and showed the world just how powerful atomic weapons are. Other countries quickly set about building their own. Within a decade of the end of the war, Russia, the UK, France and China had all successfully tested their atomic bombs, and the United States had started building a weapon 1000 times more powerful – the hydrogen bomb.

	<p>have been found in stone carvings, temples and palaces but there is also evidence that the Maya used a form of paper made from tree bark to create folded 'books' called codices</p> <p>Society Only the most powerful and privileged were taught how to use the Maya writing system. Artefacts like Maya pottery have been found that show priests teaching scribes how to write. These primary sources are evidence of the importance that was placed on literacy in Maya society.</p>		<p>At one point, all that stood between Hitler and total control of Western Europe was Great Britain. At first, the Germans planned an amphibious attack but decided to use their Luftwaffe (air force) to bomb Britain into surrender. What followed was one of the most critical stages of the whole war. The Battle of Britain, which took place between July and September 1940, was between the Royal Air Force (RAF) and the Luftwaffe. It became one of the biggest air battles of all time, with pilots from both airforces fighting in aeroplanes like the Spitfire and Messerschmitt 109. The RAF won this battle at great cost, and Britain continued to be heavily bombed, particularly during the Blitz.</p> <p>Society In Britain, daily life changed completely as a result of the war. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to be rebuilt after the German bombing raids. The post-war years saw the introduction of a free National Health Service (the NHS).</p>
<p>Vocabulary</p>	<p>abandoned: left for a long-time overpopulation: too many people uninhabitable: cannot be lived in traditions: customs that have existed for a long time irrigation: supplying land with water terracing: steps built into sloping land architects: people who design buildings agriculture: farming and keeping animals expansion: process of becoming bigger yields: amounts of crops produced sacrifice: to kill an animal or person in a religious ceremony ceremony: a formal event at which special things are done</p>	<p>empire: a number of nations controlled by one country poverty: being extremely poor revolution: important change consequence: result or effect law: a set of rules conditions: how good or bad something is</p>	<p>Communism: a political belief system significant: important influences: effects on what people say or do decades: periods of ten years evacuated: removed from a dangerous place Holocaust: the deliberate mass murder of Jews and political prisoners by the Nazis legacies: things left behind from the past declaration: official announcement dispute: argument or disagreement rationing: limiting the amount of food, water or fuel</p>

