

Y6 History	TERM 1		TERM 2A				TERM 2B				TERM 3A		TERM 3B						
			Pompeii: Mount Vesuvius (linked to Dangerous earth)				The Maya civilisation						Civilisations of the past: ancient Egyptians						
			Key knowledge To know Pompeii was a Roman city. To know in 79 AD Pompeii and the neighbouring town of Herculaneum were buried under volcanic ash and rock following the eruption of Mount Vesuvius. To know most of the people who lived there were killed by the resulting pyroclastic flow. To know the ash that buried the city and its people preserved everything at the time of the disaster. To know a lawyer and author, Pliny the Younger, witnessed the eruption and documented the event. To know Pompeii was rediscovered by accident in 1748.		Key skills To be able to develop a chronologically secure knowledge of the events before, during and after the eruption. To be able to understand that our knowledge of the past comes from a range of sources (e.g. Pliny’s letters to Tacitus, BBC documentary, photographic evidence, written and audio sources). To be able to construct informed responses selecting relevant historical information from a range of primary and secondary sources. To be able to identify similarities and differences within and between time periods (in belief systems, culture, economy and society). To be able to understand the significance of periods studied using their prior knowledge of other civilisations and periods in history. To be able to understand how historians investigate the past, including the role of archaeology and science. To be able to discuss cause, consequence, change and continuity with depth of understanding. To be able to understand the impact of change on an individual, regional, national and global level – within time periods and across time.		Key knowledge To know the Maya civilisation began in Central America in 2000 BCE. To know there are four main periods: Pre-classic 2000 AD–250 AD; classic 250 AD–900; post-classic 900–1547; and Contact/Spanish conquest 1547–1692. To know agriculture: the Maya main crops were maize and cacao. They practised three types of agriculture: slash and burn, raised field, and terrace farming. To know that by studying the stars, they created detailed calendars to tell them when to plant and harvest crops. To know culture: the Maya built sophisticated city centres and understood astronomy, mathematics and had the most developed writing system in the Americas. To know religion: the Maya were polytheistic.		Key skills To be able to use historical vocabulary and understand substantive and disciplinary concepts, identifying connections and contrasts e.g. empire, belief, economy. To be able to construct informed responses selecting relevant historical information from a range of primary and secondary sources. To be able to identify similarities and differences within and between time periods (in belief systems, culture, economy and society). To be able to understand the significance of periods studied using their prior knowledge of other civilisations and periods in history. To be able to understand how historians investigate the past, including the role of archaeology and science. To be able to discuss cause, consequence, change and continuity with depth of understanding. To be able to understand the impact of change on an individual, regional, national and global level – within time periods and across time.				Key knowledge To know ancient Egypt was a civilisation in Northeast Africa, situated in the Egyptian Nile valley. To know the River Nile was vital to the existence of the civilisation. To know the ancient Egyptians relied upon flooding of the Nile to enrich the soil, allowing crops to grow. To know there were three seasons: Akhet, Peret and Shemu. To know ancient Egyptians had a deep belief and believed in many gods. To know many were mummified and buried in tombs with things they would need in the afterlife. To know and understand how the pyramids were engineered and constructed.		Key skills To be able to use historical vocabulary and understand substantive and disciplinary concepts, identifying connections and contrasts e.g. empire, belief, economy. To be able to construct informed responses selecting relevant historical information from a range of primary and secondary sources. To be able to identify similarities and differences within and between time periods (in belief systems, culture, economy and society). To be able to understand the significance of periods studied using their prior knowledge of other civilisations and periods in history. To be able to understand how historians investigate the past, including the role of archaeology and science. To be able to discuss cause, consequence, change and continuity with depth of understanding. To be able to understand the impact of change on an individual, regional, national and global level – within time periods and across time.				
			Enquiry/question/outcome/activity/genre of unit/text How can we learn about the past from what has survived? What was the destruction and devastation caused from the eruption of Mount Vesuvius to the nearby towns? What is the link between Pompeii and Herculaneum? Why are Pompeii and Herculaneum so important to historians?				Enquiry/question/outcome/activity/genre of unit/text How can we learn about the past from what has survived? Who were the ancient Maya and where did they come from? How did they live?						Enquiry/question/outcome/activity/genre of unit/text How can we learn about the past from what has survived? Where does ancient Egypt fit within a chronological timeline?						
			Key vocabulary (tier 2) analyse civilisation connection consequence contrast crop culture economy empire erupt immigrate interpret landscape migrate objective		Key vocabulary (tier 3) ACE (after common era) AD (anno domini) archaeology BC (before Christ) BCE (before common era) Herculaneum Mount Vesuvius Pliny the younger		Key vocabulary (tier 2) agriculture analyse cause chronological civilisation connection conquer consequence contrast crop culture economy empire harvest immigrate interpret landscape		Key vocabulary (tier 3) ACE (after common era) AD (anno domini) archaeology astronomy BC (before Christ) BCE (before common era) cacao cenotes codex Itzamna				Key vocabulary (tier 2) Africa analyse ancient civilisation connection construct contrast empire		Key vocabulary (tier 3) interpret primary religious secondary settlement significance society		Key vocabulary (tier 3) ACE (after common Era) AD (anno domini) afterlife Akhet archaeology BC (before Christ) BCE (before common era) Egypt Egyptian engineer hieroglyphics irrigate irrigation		mummification Nebamun Nile Peret pharaoh sarcophagus Shaduf Shemu sphinx tomb