

Knowledge and Skills Progression Map

Treales CE Primary School 2023-2024

History

Elder Class Cycle A Year 5 and 6

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Why did the ancient Maya change the way they lived?	How did a pile of dragon bones help to solve an ancient Chinese mystery?	The story of the Trojan Horse – fact, myth or legend?
National Curriculum	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.	Ancient Greece – a study of Greek life and achievements and their influence on the western world.
CONCEPTS	<p>Change - the process or actions by which something or someone becomes different.</p> <p>Causation - the connections between events where one thing happens as a result of another.</p> <p>Significance - identifying events, sources, people, places or ideas which are most important.</p> <p>Sources - evidence that is used to gather information and reach judgements.</p> <p>Chronology - arranging historical events in their correct time order.</p> <p>Empathy - placing yourself in another's position to better understand their actions.</p> <p>Civilisation - an advanced society with its own government, laws and written language.</p>	<p>Change - the process or actions by which something or someone becomes different.</p> <p>Causation - connections between events where one thing happens as a result of another.</p> <p>Significance - identifying events, sources, people, places or ideas which are most important.</p> <p>Sources - evidence that is used to gather information and reach judgements.</p> <p>Chronology - arranging historical events in their correct time order.</p> <p>Empathy - placing yourself in another's position to better understand their actions.</p> <p>Civilisation - an advanced society with its own government, laws and written language.</p>	<p>Conflict - A struggle or clash between opposing forces, interests or ideas.</p> <p>Conquest - Gain control of a place or people by military force.</p> <p>Ruler - A person who has the power to govern or control a place or territory.</p> <p>City - A large and densely populated human settlement.</p> <p>Empire - A group of countries ruled by a single person, government or country.</p> <p>Military - The armed forces of a country.</p> <p>Power - Having control or command over people.</p> <p>War - Armed conflict between different countries or people within country (civil war).</p>

	<p>Society - a community of people who share a common way of life.</p> <p>Environment - the particular physical and human features that make places distinctive.</p> <p>Interdependence - how people and their environments rely upon each other.</p> <p>Trade - buying or selling goods and services between people and countries.</p> <p>War - armed conflict between different countries or people within a country (civil war).</p> <p>Conflict - a struggle or clash between opposing forces, interests or ideas.</p> <p>Overpopulation - when the number of people in a place cannot be supported by its resources.</p> <p>Agriculture - growing crops and rearing animals on farms.</p> <p>City - a large and densely populated human settlement.</p> <p>Drought - a very long period of time without rainfall leading to water shortage.</p> <p>Religion - a set of beliefs and convictions about life usually involving the worship of a god or gods.</p>	<p>Dynasty - a long line of rulers over many years from the same family or group</p> <p>Monarch a king or queen that rules a country.</p> <p>Empire - a group of countries ruled by a single person, government or country.</p> <p>Society - a community of people who share a common way of life.</p> <p>War - conflict between different countries or people within a country (civil war).</p> <p>Conflict - a struggle or clash between opposing forces, interests or ideas.</p> <p>Religion - a set of beliefs and convictions about life usually involving the worship of a god or gods.</p>	<p>Civilisation - An advanced society with its own system of government, laws and written language.</p> <p>Causation - The connections between events where one thing happens as a result of another.</p> <p>Significance - Identifying events, sources, people, places or ideas which are most important.</p> <p>Perspective - Seeing events from different viewpoints.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct time order.</p> <p>Empathy - Placing yourself in another's position to better understand their actions.</p>
<p>Key Vocabulary</p>	<p>Reconstruct - to rebuild or make again</p> <p>Conquest gain control of a place or people by force.</p> <p>Ceremonial - an act or series of acts done in a set way on a special occasion.</p> <p>City-state - a small nation with a single large settlement surrounded by the territory it rules.</p>	<p>Artefact - an historic object made by or belonging to a human being.</p> <p>Legend - an old story based originally on some factual events often involving a heroic action.</p> <p>Myths - traditional story about some being, hero or event that is not true.</p> <p>Emperor/ Empress - the person (often a monarch) that rules an empire.</p>	<p>Prehistoric - The time before historical events were recorded in writing.</p> <p>Myth - A traditional story about some being, hero or event that is not true.</p> <p>Legend - An old story based originally on some factual events often involving heroic action.</p>

	<p>Abandon - to leave behind with no plan ever to return.</p> <p>Erosion - the wearing away of the land by forces such as water, wind and ice that move the soil and rock to a new location.</p> <p>Tropical - regions of the Earth surrounding the equator.</p> <p>Rainforest - dense evergreen woodland found in tropical regions.</p> <p>Expedition - a journey undertaken by a group of people to explore a place.</p> <p>Rediscover - find something that has been lost, hidden or forgotten for a long time.</p> <p>Famine - a serious shortage of food which may result in illness or death caused by hunger.</p> <p>Priest - someone with the authority to carry out the sacred rites of a religion.</p> <p>Eclipse - when one object in space blocks another object from view.</p> <p>Deforestation - the cutting down and clearing of forests.</p> <p>Water cycle - the path that water takes as it moves around the Earth and its atmosphere.</p> <p>Restore - repair or bring something back to its original condition.</p> <p>Timeline - a graph to show the order in which events happened.</p> <p>Flash flood - a very sudden local flood caused by heavy rain.</p>	<p>Parchment - the skin of a sheep or goat prepared so that it can be written on.</p> <p>Oracle - a person through which a god is believed to speak.</p> <p>Intercede - to speak on behalf of someone else.</p> <p>Inscription - to write, print, carve or draw on a hard surface.</p> <p>Divining - someone who predicts things that will happen in the future.</p> <p>Conquest - gain control of a place or people by force.</p> <p>Ceremonial - an act or series of acts done in a set way to honour a special occasion.</p> <p>Restore - repair or bring something back to its original condition.</p>	<p>Siege - An operation where enemy forces surround a place to cut off its essential supplies.</p> <p>Authenticate - Prove or show something to be true.</p> <p>Depiction - Show something or somebody visually in pictures, drawings, sculptures or paintings.</p> <p>Envoy - A messenger or representative who is sent from one government or power to another.</p> <p>City state - A small nation or country with a single large settlement surrounded by its territory.</p>
<p>Prior Knowledge (indicate year group)</p>	<p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned: About life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisation.</p>	<p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned: About life in Bronze Age Britain which occurred at the same time as the Shang Dynasty in China.</p>	<p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned: About life in Bronze Age Britain . What a 'civilisation' is.</p>

	<p>How and why empires and civilisations such as the Roman Empire, British Empire and Ancient Greece expanded and declined over time.</p>	<p>About what an empire is and why the Romans invaded Britain to extend their empire. About the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned.</p>	<p>About the Maya and Ancient Greece civilisations.</p>
<p>Key Knowledge (Substantive)</p>	<p>The location of the countries and cities of the modern day region of Central America. The way of life of modern Maya people of Central America. The natural features of the environment and climate of Central America. Who the ancient Maya were and some of their achievements. The features and purpose of the structures of the ruined Maya city of Chichen Itza. The purpose of a range of ancient Maya artefacts from the city. The social and religious importance of the ball game pok-a-tok. How the ancient Maya farmed using mountain terraces. The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100. How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time.</p>	<p>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. Until 1899 there was no evidence that the Shang Dynasty had ever actually existed. What Wang Yirong discovered in 1899 and why this was of such significance to archaeologists. The likely purpose of carved oracle bones during the Shang Dynasty. What such artefacts suggest 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 buried there.</p>	<p>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>

		<p>How life during the Shang Dynasty compares with life in Bronze Age Britain.</p>	
<p>Key Skills (Disciplinary)</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. 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). Informed conclusion - A knowledgeable summing up of the main points or issues about something. Reasoned judgement - A personal view or opinion about something supported by factual evidence. Justify - Give reasons to show or prove what you feel to be right or reasonable. Apply - The transfer of knowledge and/or skills learned in one context to</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. 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). Informed conclusion - A knowledgeable summing up of the main points or issues about something. Reasoned judgement - A personal view or opinion about something supported by factual evidence. Justify - Give reasons to show or prove what you feel to be right or reasonable. Apply - The transfer of knowledge and/or skills learned in one context to help make sense of a</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. 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). Informed conclusion - A knowledgeable summing up of the main points or issues about something. Reasoned judgement - A personal view or opinion about something supported by factual evidence. Justify - Give reasons to show or prove what you feel to be right or reasonable. Apply - The transfer of knowledge and/or skills learned in one</p>

	<p>help make sense of a different situation Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments. Critique - 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.</p>	<p>different situation Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments. Critique - 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.</p>	<p>context to help make sense of a different situation Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments. Critique - 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.</p>
<p>Possible- sequence of lessons – enquiry questions?</p>	<p>Who are the Maya and where do they live? What are the main occupations of Maya people today? What did John and Frederick rediscover in 1839? What do the ruins of Chichen Itza tell us about the lives of ancient Maya? Why do historians know so much about ancient Maya society? Why was pok-a-tok more than just a ball game? Why did the ancient Maya leave their jungle cities?</p>	<p>What was odd about the dragon bones that Wang Yirong bought? What do the engraved bones tell us about the beliefs of the Shang? Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? Rise and fall – how did the reign of King Cheng Tang compare with that of King Di Xin? What made Fu Hao stand out from the crowd?</p>	<p>What exactly is the story of the Trojan Horse? What evidence exists to authenticate the story of the Trojan Horse? What other explanations could there be for the origin of the story of the Trojan Horse?</p>
<p>End of unit goals Suggested assessment task?</p>	<p>Identify and locate the countries and cities of the modern day region of Central America. Describe and explain the way of life of modern Maya people of Central America. Describe and explain the natural features of the environment and climate of Central America.</p>	<p>Identify, describe and explain that the Shang Dynasty was located in northern China between 1600 BC – 1046 BC. Recognise that this was the same time as the Bronze Age in Britain and the Ancient Egypt. Explain why until 1899 there was no evidence that the Shang Dynasty had ever actually existed.</p>	<p>Understand what the term 'civilisation' means. Explain why Greece 2500 years ago became one of the most important places in the ancient world. Identify, locate and observe the area of the modern world that was once part of the empire of Ancient Greece.</p>

	<p>Explain who the ancient Maya were and evaluate some of their achievements.</p> <p>Reach an informed judgement based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen Itza.</p> <p>Hypothesise about the purpose of a range of ancient Maya artefacts from the city and justify their views.</p> <p>Explain the likely social and religious importance of the ball game pok-a-tok.</p> <p>Explain how the ancient Maya farmed using mountain terraces.</p> <p>Evaluate the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100.</p> <p>Reach an informed judgement regarding the most significant factors and justify their views.</p>	<p>Describe what Wang Yirong discovered at a Peking market in 1899 and explain why it was so significant.</p> <p>Reach a judgement as to the likely purpose of carved oracle bones during the Shang Dynasty.</p> <p>Reach a judgement about what archaeologists believe these artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty.</p> <p>Explain why there is no evidence of the lives of ordinary people of the Shang Dynasty.</p> <p>Evaluate the impact of the reigns of King Cheng Tang and Di Xin in China and reach a judgement about which was most significant, justifying their views.</p> <p>Identify and describe the artefacts discovered in the burial chamber at Yi Au in 1976.</p> <p>Explain the significance of some of these and reach a judgement about what they tell us about the person who was buried there.</p> <p>Compare and contrast how life in the Shang Dynasty compared with Ancient Egypt and the Bronze Age in Britain.</p>	<p>Understand the major achievements of the Ancient Greece civilisation.</p> <p>Explain what a city state is and reach an informed judgement as to why there were so many in Ancient Greece.</p> <p>Explain why the city of Sparta and Troy began a war that lasted ten years.</p> <p>Understand why Greek armies decided to lay siege to Troy.</p> <p>Explain what the so called 'trojan horse' was believed to have been.</p> <p>Describe the story of the trojan horse.</p> <p>Explain the difference between a myth and legend.</p> <p>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 or a myth or legend, justifying their views.</p>
<p>Suggestions for the development of greater depth</p>	<p>Explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time and reach a judgement regarding which they feel was more developed.</p>	<p>Be able to reach a judgement about which society – Shang or Bronze Age – should be considered the most developed and justify their views.</p>	<p>Evaluate evidence and reach an informed conclusion as to how life in Britain around 1350 BC compared with that in Ancient Greece.</p>

Enrichment opportunities	World Museum Trip		World Museum Trip
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