



The History Curriculum

Year 6

Intent	<p>At Benjamin Adlard Primary School we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past, world history and the role of significant people that have influenced the world we live in today. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; changes in living memory and beyond living memory and learn about the lives of significant people of the past. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.</p>
Implementation	<p>At Benjamin Adlard we have chosen to use resources from Rising Stars to support the delivery of our History curriculum. We have chosen this scheme as it provides stimulating resources which support pupils to consider questions, as well as to acquire knowledge, and therefore to have a greater depth of understanding.</p> <p>In Key Stage 1 and 2 each year group undertakes three half-termly units in History and these are outlined in the long term plan.</p> <p>Each of these units is informed by a Medium Term Plan which outlines the key question, key learning and key vocabulary for each unit</p>
Impact	<p>Pupils will:</p> <ul style="list-style-type: none"> • Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • Have excellent knowledge of people, events and contexts from a range of historical periods and of historical concepts and processes. • Have the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • Have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. <ul style="list-style-type: none"> • Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Progression through the National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain
 - This could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - This could include:
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066
- a local history study
 - a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Year 6 – Autumn		Unit 1 – The Maya Civilisation		
National Curriculum Objectives Covered				
Pupils should be taught about: <ul style="list-style-type: none">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.				
Cross Curricular links				
<ul style="list-style-type: none">Art: making pots in the style of the MayaDT: how were the pyramids made?English: creative writing about lost citiesGeography: impact of changes to the climate on a societyMaths: doing calculations in different types of number systemsMusic: percussion and wind instrument music in the style of the MayaRE: exploring different aspects of what people believed in, comparing creation storiesScience: exploring the impact of technology on other societies				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Historical Knowledge – Sequencing the past				
<ul style="list-style-type: none">In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.	<ul style="list-style-type: none">Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.	<ul style="list-style-type: none">Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.	<ul style="list-style-type: none">Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections.Will begin to make some reference to other societies, but their reasoning may be undeveloped.	<ul style="list-style-type: none">Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.
History Concept: Significance and Interpretations				

<ul style="list-style-type: none"> - Demonstrate through examples and discussion an understanding of the term 'significance'. - Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. - Will begin to make connections between significant events or people, e.g. the explorers studied. 	<ul style="list-style-type: none"> - Can give a broad range of valid reasons why someone or something is significant. - Demonstrate a secure understanding of the term significance. - Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. - Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another. 	<ul style="list-style-type: none"> - Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. - Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. 	<ul style="list-style-type: none"> - Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. - Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. - Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today. 	<ul style="list-style-type: none"> - Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. - Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. - Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.
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History Programme of Study in Year 6

By the end of this unit, pupils will :

Constructing the past

- Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation.
- Will begin to make links and group them into themes, e.g. social, cultural.
- Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.

History Concept: Significance and Interpretations

- Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks.
- Can introduce a hierarchy of importance and explain 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.

Unit Overview

In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence. While studying the unit, it is important to check the news for information about any new finds about the culture. Throughout the unit, the children will make links to other societies they have studied, including those covered in Year 3 Unit 1: The Stone Age and Year 4 Unit 1: The Ancient Egyptians. The Big Finish provides the children with the opportunity to utilise and celebrate their knowledge and communicate it through a creative activity, by making a Maya-style codex. The completed codices can then be displayed so they can be shared with the rest of the school, parents and families.

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> - I know where and how the Maya live today. - I know the limitations of reaching conclusions using just archaeological evidence. - I understand why the Maya had many gods. - I know the significance of the Maya creation myth. - I know the links between the beliefs of the Maya and other societies studied. - I know about Maya technology and culture. - I know about how advanced a society the Maya were. - I know that most of the Maya disappeared around 900 AD. - I know that historians disagree about why this happened. 	<ul style="list-style-type: none"> - I can use evidence about the Maya today to reach a conclusion about the Maya in the past. - I can generate further questions to check my findings and deepen my understanding. - I can ask and answer questions about the Maya using evidence. - I can reach conclusions about the Maya using archaeological evidence. - I can make a comparison between the achievements of the Maya and other societies. - I can present my own interpretation of events around 900 AD.
Subject knowledge and teaching guidance	
<ul style="list-style-type: none"> - The Maya were a Stone Age society in Central America. This area now comprises mainly parts of Guatemala and Mexico. It is an area of tropical rainforest. The Maya first appeared around 2000 BC, but their main period is from around 0 AD to around 1300 AD. They formed a society of city states. There was a big change in the civilisation around 900 AD, when many Maya cities were deserted, and around 90% of the population disappeared. Historians disagree about why this happened. Many historians think the Maya were the most advanced society in Meso-America during this period, even though they did not use wheels, had no metal and no major roads. They succeeded in building up a huge trading empire, and some of their cities grew to contain around 50,000 people. They used the rainforest effectively, mainly growing maize and grinding it into flour to make tortilla-type bread. They gave the world chocolate, which they drank flavoured with chillies. They also used cocoa beans as a form of currency. The Maya developed a complex calendar, and had a writing system based on hieroglyphs. They make a perfect contrast with Stone Age Britain (there are lots of similarities, but also many differences), Ancient Egypt (pyramids and hieroglyphs) or Shang China (jade and obsidian). There are still around 5 million Maya living in the region today, and they provide us with many insights into their ancestors. - The first image shows the pyramid known as Pyramid I at Tikal. These remains are located in the rainforest of Guatemala. The temple is over 47 metres high, with other temples in the complex as tall as 70 metres. - The city of Tikal was founded between 2000 BC and 250 BC in the Pre-classic period. It became very powerful in the 8th century AD when the population may have reached 90,000, with a further half a million people living in the surrounding area. It was ruled during this period by a powerful king, but was conquered by a neighbouring state at the end of the 10th century AD. - Although the local population knew about the site, it was not until the early 19th century that the story of the 'lost city' spread. Expeditions visited the site in the mid-19th century, and it began to be excavated shortly after. - The Maya lived in over 60 city states, each ruled by a king and occasionally a queen. One queen was Lady K'abel, who ruled with her husband for at least 20 years from 672–692 AD. She was the military governor of the Wak kingdom, and had the title Supreme Warrior. - These city states were mostly independent, but some of the more powerful states did sometimes control weaker states. Unlike the cities in other Meso-American cultures, the Maya did not follow a set pattern, and cities were built in a random way over many years. Royal palaces and ball courts were found in the city centre, which was also devoted to religion with pyramids and temples. The houses of the elite (nobles) were built nearest the centre. They were built from limestone, and often stood on mounds or platforms to protect them from flooding. The houses were often part of complexes adjoining houses of other family members. Poorer people lived further away from the centre, in houses with roofs made from palm thatch and constructed from wooden poles. Some of the houses had stone foundations for greater strength. Mud would be smeared over the poles. Archaeologists can tell from the stone foundations that these were small and tightly packed together. Many of the people lived in small villages surrounding the city, and worked the land. - Pyramids were built by creating a central core of earth and rubble. Blocks of limestone were added to this, and these were joined together using a type of plaster. The limestone had to be transported from the quarry to the site by log rollers. Until around 900 AD, the Maya did not have metal, so used hammers and mallets made from hard volcanic stone. The pyramids were temples and sometimes tombs. They were used for ceremonies, including human sacrifice, to keep the gods happy. - The Maya region is one of dense rainforest, and this means that the remains of some cities are still being discovered and excavated. Advances in technology related to archaeology and the use of aerial photography is supporting this work. The tragic destruction of the rainforest is also aiding the discovery. 	

What did the Maya cities look like?

The remains of Xunantunich, a Maya city, as it appears today:



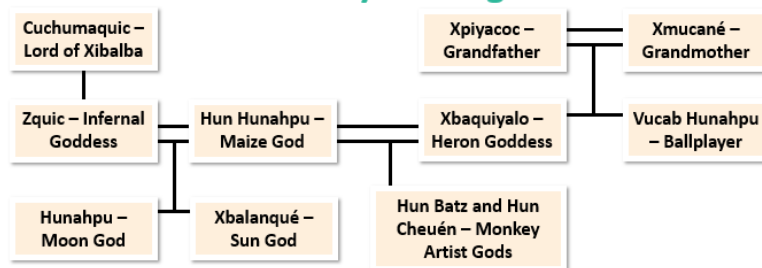
Depiction of Xunantunich during Ancient Maya times:



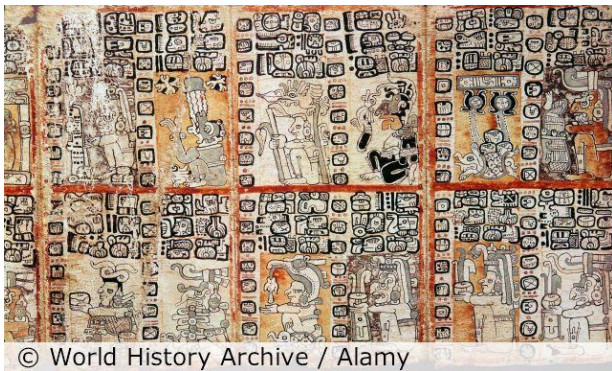
- It is claimed that the Maya had over 600 gods, but only about 30 are recorded with names. They may have human or animal form, or a combination. The Maya believed their gods needed to be offered blood, and this led to the practice of human sacrifice and bloodletting. The extent of this is probably less than is popularly portrayed, and is the result of the image of the Maya portrayed by the Spanish. Depending on the level of maturity of your class, you may not wish to discuss these practices.
- The Maya believed that a god existed for each of the most important aspects of human life, and it was important to worship and praise all of them in order to live happily and peacefully. The main gods they worshipped are:
 - **Itzamna** – the creator god and lord of day and night. He is depicted as an old man. Some regarded him as the highest of the gods.
 - **Ixchel** – Itzamna's wife and is the goddess of healing, childbirth, weaving, storms and the moon. Sometimes, she is depicted with jaguar ears.
 - **Hun Hunahpu** – the Maize god who was considered very powerful. Maize is ground to make flour and baked to create a flat type of bread, which was the staple food of the Maya. He is the father of the hero twins **Hunahpu** and **Xbalanque**, who outwitted the gods of the underworld in a ball game.
 - **Ah Puch** – the god of death.
 - **Chac** – the rain god. He was a gentle warrior and used his tears to help the crops to grow.
 - **Kinich-Ahau** – the sun god. He disappeared into the underworld at night and became the god of darkness, and took on the form of a fierce jaguar.

Tohil – the god of fire and sacrifice.

Hierarchy of the gods



- The number system used by the Maya was base 20 (by comparison, our system is base 10). They used three key signs: a dot (one), a bar (five) and a shell (zero). The number 6 would be illustrated with one bar beneath one dot, and 19 would be illustrated with three bars beneath four dots. Maya writing used a form of picture-writing called glyphs. They had more than 800 symbols depicting words or sounds.
- The Maya developed accurate calendars by using astronomy and mathematics. The Tzolkin was a religious calendar, whereas the Haab was used by ordinary people, and had 365 days like our own. This meant that every day had two dates.
- The Maya knew about wheels but did not use them, probably due to the terrain. We know this from toys found with wheels. They travelled mainly by foot or canoe. The Maya thought that trade was important because they did not have all the resources they needed in one area. They traded basic items like food and materials, and luxury items like valuable stones, including jade and obsidian (formed when volcanic lava cools down).
- The Maya hunted wild animals like deer, tapirs and peccaries (pig-like animals). They domesticated the dog and the turkey, and they kept bees for honey. Sweet potato, squash, pineapple, tomato, avocado and chilli were all part of their diet. They also ate fish and shellfish. Flat bread made from maize was an important part of their diet. Cacao originated from the Maya. The cacao bean comes from the cacao tree, and was processed and made into chocolate that they added to drinks and sauces. The beans were even used as a form of currency.
- The Maya were very interested in astronomy, and believed they could find out what the gods wanted by looking at the sky. They decided when was the best time to fight by looking at the sky and assessing the stars.
- To say the Maya disappeared is not technically true. Many of the Maya cities were deserted and the concentration of the population moved from the south to the north. Show the children the old and new cities on the maps used in week 1.
- It does seem that there was a disaster that killed large numbers of people and forced others to move. It could have been a natural disaster arising from climate change, possibly flooding. There may have been a famine due to the climate or resulting from over-expansion, meaning they did not have enough food to support the population.
- War between the states could also have been a cause. Many more died in the 16th century when the Spanish conquistadors brought new diseases to the area. It is important to remind the children that there are still around 6 million Maya people alive today (refer to work in week 1).
- There are only four codices (singular is codex) still in existence. Three are in museums in Europe and one is in Mexico City. The Spanish conquistadors destroyed all the others because they believed they were pagan books. They were made from fig tree bark, and then covered with a type of white plaster before painting.
- The long sheet of paper was folded accordion-style to make separate pages. The longest existing codex has 112 pages. They contain images relating to the gods and astronomy, and were painted by specially trained scribes. Follow this link for detailed information about the codices: <http://www.mexicolore.co.uk/maya/home/the-maya-codices>



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Key vocabulary and definitions

Religious	Relating to or believing in a religion.
Economic	The state of a country or region in terms of the production and consumption of goods and services and the supply of money.
Civilization	The stage of human social and cultural development and organization that is considered most advanced.
Pyramid	A monumental structure with a square or triangular base and sloping sides that meet in a point at the top, especially one built of stone as a royal tomb in ancient

	Egypt.				
Creation	The action or process of bringing something into existence.				
Sacrifice	Give up (something valued) for the sake of other considerations.				
Technology	Machinery and equipment developed from the application of scientific knowledge.				
Glyphs	A hieroglyphic character or symbol.				
Codex	An ancient manuscript text in book form.				
Pagan	A person holding religious beliefs other than those of the main world religions.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To use evidence to reach conclusions about the lives of the Maya in the past and the present.	To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.	To know and understand why religion was important to the Maya.	To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.	To be able to provide valid reasons why the Maya disappeared around 900 AD.	To reach a conclusion about whether the Maya are a significant society and should be remembered.

Year 6 – Spring		Unit 2 – The Ancient Greeks		
National Curriculum Objectives Covered				
Pupils should be taught about: <ul style="list-style-type: none">- Ancient Greece – a study of Greek life and achievements and their influence on the western world				
Cross Curricular links				
<ul style="list-style-type: none">• Art and Design: constructing an Archimedes screw, investigating the design of Greek buildings with columns, making Greek pottery and decorating in a traditional style, mask making for Greek theatre• Computing: researching online• Drama: Greek mythology and comparative links to others• English: Aesop’s Fables• Geography: settlements, maps, land use, physical geography and its impact on humans• Greek language: learning simple words and phrases• Maths: dates, timelines impact of the Greek mathematicians (Pythagoras and Archimedes)• PSCE: equality and suffrage, should the Elgin marbles be returned?• RE: opportunities for comparison of gods and worship in Greek religion with other religions				
Prior Learning				
Year 1	Year 2	Year 3	Year 4	Year 5
Historical Knowledge – Sequencing the past				
<ul style="list-style-type: none">- Knows and is beginning to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent’s pupilhood, e.g. now, then, new old, when, before, etc.- Demonstrate a secure understanding of the words used.-	<ul style="list-style-type: none">- Knows how to sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.- Knows why they have placed the items in this sequence and can explain why.	<ul style="list-style-type: none">- Knows how to sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.- Knows to valid reasons why they have chosen this time period for most of the images.	<ul style="list-style-type: none">- Knows how to accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).- Knows to provide detailed valid reasons why they have sequenced the events/objects in this way.	<ul style="list-style-type: none">- Knows how to sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.- Knows and begins to make some links between this sequence to the events and people within other time periods studied.
History Concept: Significance and Interpretations				

<ul style="list-style-type: none"> - Demonstrate through examples and discussion an understanding of the term 'significance'. - Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. - Will begin to make connections between significant events or people, e.g. the explorers studied. 	<ul style="list-style-type: none"> - Can give a broad range of valid reasons why someone or something is significant. - Demonstrate a secure understanding of the term significance. - Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. - Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another. 	<ul style="list-style-type: none"> - Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. - Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. 	<ul style="list-style-type: none"> - Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. - Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. - Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today. 	<ul style="list-style-type: none"> - Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. - Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. - Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.
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History Programme of Study in Year 6

By the end of this unit, pupils will:

Historical Knowledge – Sequencing the past

- Knows how to sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.
- Knows how to accurately identify links between this sequence and the events of other periods studied.

History Concepts – Significance and Interpretations

- Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks.
- Can introduce a hierarchy of importance and explain 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.

Unit Overview

In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture. The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period. Links will be made to prior learning on the nature of empires, particularly Year 4 Unit 2: Roman Britain. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.

Key knowledge acquired throughout this unit

Key skills acquired throughout this unit

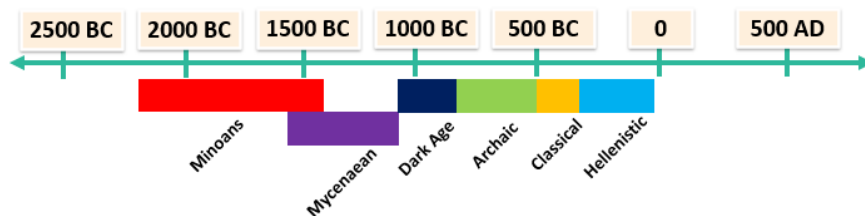
- I know why Ancient Greece became so powerful.
- I know what Greece is like now, and identify some links between the modern world and Ancient Greece.
- I know differences between the lives of Spartans and Athenians.
- I know what is meant by 'democracy', and can make links to government in the 21st century.
- I know reasons why the Ancient Olympic Games were important.
- I know several comparisons to show both change and continuity between the Ancient and Modern Olympic Games.
- I know why we have different interpretations of stories from the past.
- I know links between the importance of religion in Greek society with that of other societies studied.
- I know why the Ancient Greeks fought so many wars, and why they were successful.
- I know and explain a range of Ancient Greek achievements.
- I know the impact of the legacy of the Ancient Greeks on the world today.

- I can put Ancient Greece on a timeline, and compare that period with other civilisations studied.
- I can use sources to extend my knowledge and make valid conclusions about the Ancient Olympic Games.
- I can use a range of sources to reach valid conclusions about warfare in Ancient Greece.
- I can make comparisons between the achievements of the Ancient Greeks and other societies.

Subject knowledge and teaching guidance

- The Ancient Greeks called themselves 'Hellenes' and their country 'Hellas'. The Romans introduced the name 'Greece' much later. The first important Greek civilisation was the Minoan period from 2200–1450 BC. They lived on the island of Crete, and became very rich by trading with other countries. The Mycenaean period was from 1600–1100 BC. These people were important warriors and builders, and settled on the mainland. The Greeks flourished during the Classical period from 490–350 BC. During this time, the city-states, particularly Athens and Sparta, were very powerful. Greeks thought of themselves as members of their city-states first and of their country second. However, they did share a national culture and language.

Our focus is Ancient Greece from 777–146 BC



- Athens became the largest, most powerful and wealthy city-state by the 5th century BC. Their location near the sea provided them with a port and the opportunity for excellent trading links, which added to their wealth. It also meant they had a strong navy (triremes) to protect themselves. The surrounding area was rich in resources including silver and marble (which they used to construct the buildings). The key buildings included the Acropolis, which contained a number of beautiful temples (such as the Parthenon) and the Agora (the central marketplace). People met at the Agora to trade, study and talk. The agora also contained the theatre. Athens was famous for its system of government and the origins of democracy. It is also well known for its strong culture including philosophy.
- Sparta was also very wealthy, and built up its power by having a huge emphasis on warfare. Unlike the Athenians, Spartans had little interest in luxuries. It was located on an area of very fertile land which provided crops to feed the people. Mountains providing protection surrounded Sparta. A large number of slaves carried out the work in the state to enable the

male citizens to focus on fighting. These included a group called the helots, who farmed the land and were treated as slaves but could keep a small part of the crops they produced. It was the only state to have a professional army. Boys began to train for the army from the age of seven. In Sparta, there was an emphasis on physical activity for women. This was to ensure that they were fit to have children and provide boys ready for the army. Spartan women also had more rights, and could own property and wealth, which was a strong contrast to the Athenians and other cultures of the time.

- The word 'politics' comes from the Greek word *polis*, meaning city-state. The city-states were ruled in different ways. Sparta was an oligarchy ruled by two kings, who came from two different families. One of the kings would be able to lead the army during a time of war. They also served as priests. There was also a council of elders that comprised of 28 men all aged over 60. These men ruled for life. Below them was a council formed of Spartan citizens.
- Athens developed a new form of government where the people (citizens) ruled the country. Citizens were comprised of men who were born within the city. Their parents had to have been born there too. Slaves were not allowed to vote. Slaves were a large part of the population – in around 430 BC there were 100,000 slaves, which was larger than the population of Spartans. The 500 citizens meeting on the Pnyx in Athens formed a Council who were responsible for the day-to-day running of the city and decided what would be discussed in the assembly. All citizens over 18 were entitled to have a say in the assembly. Usually around 6,000 men would meet there. Women were not allowed to vote, nor take part in any of these activities.
- Background information on UK suffrage: today within the UK, citizens (both men and women) who are resident at a UK address (or those living abroad who have registered to vote in the last 15 years) and are 18 or over on election day are allowed to vote. From 1918, women aged 30 or over who were householders, married to householders, occupied property with an annual rent of £5 or graduates of British universities were allowed to vote. It was not until 1928 that women gained the same rights as men and were able to vote at 21 (later lowered to 18 nationwide).

The Pnyx

This is where male citizens met to discuss and vote on important issues. 500 men eligible to vote met here – they were selected by drawing lots, and served for a year.



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- The Olympic Games was only one of many games held in ancient Greece, but it was the largest and most famous. The Ancient Olympic Games had a great deal of religious significance. Before taking part in the Games, the competitors had to take an oath and make a sacrifice to Zeus. There was a special temple in Olympia with a huge statue of Zeus dedicated to this purpose. A flame to Zeus was lit on the altar, and this is said to be the origin of the Olympic flame. The winning competitors were awarded with a crown of olive leaves. They were very well respected in their own region, and some became very wealthy from entering other games. Like the modern games, they took place every four years; however, unlike today, they were always held in the same location. They started with just one day of events, but this was increased to three and then to five days. The current Games last for 16 days. The competitors did not wear clothes – one reason for this was to display their amazing physique.
- Competitors came from all the city-states, and no wars took place throughout the Games. There was a wide range of sports, including the equestrian events of bareback riding (as saddles and stirrups had not been invented) and chariot racing, which took place in the hippodrome. As chariots and horses were very expensive, wealthy people employed charioteers. Boxing and wrestling were very popular, as was a game called pankration (a mix of boxing and wrestling). There were also running events and the pentathlon, which included sprinting, boxing, discus, javelin and the long jump. Women were not allowed to take part, and married women were not even allowed to spectate. Women did have their own games from the 6th century BC, called the Games of Heraea. These were dedicated to the goddess Hera, and were held at the same site as the Olympics.
- Some of the games were very brutal. Boxing matches did not finish until one boxer gave up or passed out. The boxers just wore strips of leather to protect their hands – later they wore gloves, but these often contained metal to do more damage to their opponent. The marathon (a race 26.2 miles long) is one of the most famous events in the modern Games but it was

not included in the Ancient Games. The inclusion of the marathon in the modern Games commemorates the run of the soldier Pheidippides from a battlefield near the town of Marathon to Athens in 490 BC. He was running to announce the defeat of the Persians. One story says that once he had passed on the news, he collapsed and died.

- Key dates in the development of the games are: 776 BC – Olympic Games began; 394 AD – Emperor Theodosius II banned the Games; 1896 – revival of the Games in Athens; 1908, 1948, 2012 – Olympic Games held in London.
- We have large amounts of decorated pottery from Ancient Greece which help us to piece together information about the people and times. The most famous pottery comes from Athens. There are three techniques used in decorating the pottery, and these were popular at different times. Black figure technique (mainly 6th century BC) is black figures on an orange-red background. Red figure (late-6th century to end of 4th century BC) is orange-red figures on a black background. White ground (mostly 5th century BC) had a coloured figure on a white background. Pots were painted to make them look nice, to remind people of events or to send out a message. Images from the myths were very popular. The pots had different shapes for various functions. For example, the *kylix* was a shallow drinking cup (the British Museum website has a great deal of information on the various shapes and their names).
- The London 2012 Olympic Games were held from 27th July to 12th August at a variety of locations mainly in and around London. Most events were held at the venues created at the Olympic Park at Stratford in East London. Many of these venues, including the stadium, were designed as permanent structures to be used by the public in the future. This was the third time London had hosted the games (previously 1908 and 1948). 10,768 athletes took part in the games, representing 204 countries. Prior to the games, a relay was held carrying the Olympic torch all around the country (check to see if it travelled near your school). Volunteers called Games Makers helped to make the games run smoothly. The USA came out top in the medal table, followed by China and then GB (check to see if any Olympic athletes were born or lived in your location). With the addition of female boxing, it was the first games with every sport including female competitors. It was also the first time that female competitors were allowed to compete from Saudi Arabia, Qatar and Brunei. The spectacular opening ceremony was called Isles of Wonder.
- The 12 most important gods in Ancient Greece lived on Mount Olympus (Greece's highest mountain). Zeus was the King of the gods, and the god of sky and thunder. Hades lived in the underworld. The Greeks believed they must please the gods otherwise disasters would occur like floods or famine. They built temples to them, like the Acropolis in Athens, and gave them special presents of wine and food. They also slaughtered animals as offerings. They believed the gods lived within the temples, and they worshipped them from outside. They also worshipped them in a sacred place within the home, or even on their travels at shrines. The gods took human form but were immortal.
- Myths are stories usually focusing on gods, goddesses and heroes. As they were repeated by memory, many versions of these stories were created. The myths often featured amazing creatures or monsters. These were part human and part animal, like the minotaur. Links can be made between the Greek myths and many popular fantasy stories and films the children may be familiar with, for example *Star Wars*, *The Lord of the Rings*, *Harry Potter*, etc. Myths helped to explain things that people found difficult to understand, like night and day or aspects of the weather like thunder and lightning.
- The Greek city-states were often engaged in warfare, either between themselves or against a common enemy like Persia. Hoplites (foot soldiers) were the most important part of the army. They wore armour, and a helmet that often had a crest made of horsehair. The armour was layers of cloth glued together with metal plates. They carried a spear, a sword and a round shield. The designs on shields helped to identify sides during a battle. They did not wear uniforms, although the Spartans had a more standardised appearance. Hoplites fought in ranks or phalanxes, with their shields locked together. This made them very powerful as the enemy found it hard to break through. Archers and the cavalry supported them.
- Triremes were Greek warships. They had sails and as many as 170 oarsmen. The Battle of Salamis in 480 BC against the Persians was the most important sea battle in Ancient Greece. Salamis was an island just off the coast of Athens. 380 triremes attacked and defeated 500 Persian warships. They attacked by getting close and using a ram to put a hole in the enemy ships – the impact made sailors topple overboard.
- The Trojan War between Mycenae was later joined by other Greek states and Troy, from c. 1200 BC to 1184 BC. It is famous for the story of the Trojan Horse which led to the downfall of the city. For many years it was thought to be a legend, but more recent archaeological remains suggest otherwise. In 490 BC, the Persians invaded Greece. This led to a series of wars that continued until 449 BC. Within this war, one of the most famous battles was fought at Marathon in 490 BC. Although the Greeks were very outnumbered, they won the battle. The inspiring story of the soldier Pheidippides running from Marathon to Athens with news of the victory has led to the introduction of the modern marathon race. The distance of a

marathon race is 42.195 km which is allegedly the same as that between the two cities. Another famous war was the Peloponnesian War between Sparta and Athens from 431–404 BC. Sparta finally won this war, but in 356 BC, Alexander the Great of Macedonia took control most of Greece as part of his huge empire.

- **Drama:** The Greeks had three types of theatre: satire, tragedy and comedy. They are still performed today, and include works by Euripides, Sophocles, Aeschylus and Aristophanes. The audience sat on tiered seats so they could all see. Only men could be actors. They used a group of performers called a chorus to comment on the action. Actors wore masks to help the audience see expressions and moods. The action took place in front of a building called a *skene*. This was sometimes painted to fit in with the play, and has led to the use of the word ‘scenery’.
- **Mathematics:** Pythagoras had a geometrical theorem stating that the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides. It is still used today in areas such as building when calculating dimensions of roofs, or making sure the angles of windows and doors are as they should be.
- **Science:** Archimedes discovered the relationship between buoyancy and water displacement while having a bath. His findings are still relevant when designing sea craft today. Ships are designed to displace the maximum amount of water so that they can float.
- **Language:** Many words in our language are derived from ancient Greek. For example, prefixes *auto-* (self) and *micro-* (small), the suffix *-logy* (study) and the word *sphere* (ball).
- **Architecture:** Their magnificent buildings had huge columns in various styles called Doric, Ionic and Corinthian.
- **Literature:** Homer wrote the epic poems the *Iliad* (about the Trojan War) and the *Odyssey* (about Odysseus’ journey home). Lyric poems were poems accompanied by music played on a lyre.
- **Philosophy:** Meaning ‘love of wisdom’. Famous Greek thinkers included Plato, Aristotle and Socrates. Plato wrote about an ideal world. They considered the big questions such as ‘What is the meaning of life?’. Socrates was not popular, and was forced to kill himself by drinking poison.
- **Medicine:** Hippocrates is known as the ‘father of modern medicine’. He believed in close observation of patients, and treating the body as a whole. He wrote a guide for how doctors should behave, and this led to the ‘Hippocratic oath’ which is still used today.

Key vocabulary and definitions

Minoan	Relating to or denoting a Bronze Age civilization centred on Crete (c.3000–1050 bc), its people, or its language.
Mycenean	Relating to or denoting a late Bronze Age civilization in Greece represented by finds at Mycenae and other ancient cities of the Peloponnese.
Hellenistic	Relating to Greek history, language, and culture from the death of Alexander the Great to the defeat of Cleopatra and Mark Antony by Octavian in 31 bc.
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.
Polis	A city state in ancient Greece, especially as considered in its ideal form for philosophical purposes.
Agora	(In ancient Greece) a public open space used for assemblies and markets.
Trireme	An ancient Greek or Roman war galley with three banks of oars.
Myth	A traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events.
Temple	A building for religious worship, especially in religions other than Christianity.
Hoplite	A heavily armed foot soldier of ancient Greece.
Phalanx	(An ancient Greece) a body of Macedonian infantry drawn up in close order with shields touching and long spears overlapping.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day.	To compare the lives led by the Spartans and the Athenians.	To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games.	To understand the importance of religion and the gods to the Ancient Greek people	To utilise evidence to know and understand the importance of warfare in Ancient Greece.	To communicate my knowledge and understanding of the legacy of the Greeks.
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Year 6 – Summer			Unit 3 – The Impact of the War		
National Curriculum Objectives Covered					
Pupils should be taught about: <ul style="list-style-type: none">- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.					
Cross Curricular links					
<ul style="list-style-type: none">- Art: make wartime-style posters encouraging modern issues, e.g. recycling- English: write the diary of an evacuee- Geography: map work- Maths: do sums using old pre-decimal currency and ration coupons- PSCH: equality in the workplace (women working), citizens pulling together for the common good					
Prior Learning					
Year 1	Year 2	Year 3	Year 4	Year 5	
History Concept: Changes and Development/Similarity and Difference					
<ul style="list-style-type: none">- Demonstrate through examples and discussion an understanding of the term 'significance'.- Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.- Will begin to make connections between significant events or people, e.g. the explorers studied.	<ul style="list-style-type: none">- Can give a broad range of valid reasons why someone or something is significant.- Demonstrate a secure understanding of the term significance.- Can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them/it significant.- Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.	<ul style="list-style-type: none">- Can select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g. which buildings are of particular significance within their locality.- Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person’s life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.	<ul style="list-style-type: none">- Can confidently select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g. a development made by the Romans.- Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person’s life, a key event or a theme and why others are less important.- Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.	<ul style="list-style-type: none">- Can confidently select what is most significant in a historical account, related to a person’s life, a key event or a theme, e.g. the developments made by the Anglo-Saxons.- Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person’s life, a key event or a theme and why others are less important.- Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.	
History Concept: Cause and Effect					
Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.	<ul style="list-style-type: none">- Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot.- Will begin to understand that some of the causes and/or	<ul style="list-style-type: none">- Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period.	<ul style="list-style-type: none">- Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g.	<ul style="list-style-type: none">- Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.	

	effects are of particular importance, e.g. for the Great Fire of London taking place.	Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.	<p>the reasons for the changes in prison reform.</p> <ul style="list-style-type: none"> - Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes. 	<ul style="list-style-type: none"> - Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. - Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.
Historical Enquiry: Planning and Carrying out a Historical Enquiry				
<ul style="list-style-type: none"> - Can plan a small enquiry by asking relevant questions. - Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' - Can use appropriate historical vocabulary. 	<ul style="list-style-type: none"> - Can pose a range of valid questions independently. - Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' - Can use a range of appropriate vocabulary in both their questions and answers. 	<ul style="list-style-type: none"> - Can independently devise a range of historically valid questions for a series of different types of enquiry. - Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?' - Will use a range of relevant historical terms. 	<ul style="list-style-type: none"> - Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' - Can answer the questions in some detail using a range of relevant and varied sources to support points made. - Work will be clearly structured with contrasting viewpoints considered. - Use a broad range of relevant historical terms. - Will work independently and with confidence. 	<ul style="list-style-type: none"> - Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?' - Can answer the questions in detail using a broad range of relevant and varied sources to support points made. - Work is clearly structured with contrasting viewpoints considered. - Will use the evidence to reach a valid and substantiated overall conclusion. - Will use a broad range of relevant historical terms throughout. - Will follow a clear structure appropriate for presenting an argument. - Will work independently and

				with confidence. - Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.
Historical Enquiry: Using Sources as Evidence				
- Knows how to extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.	- Knows how to select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. - Knows that some sources are more useful than others in providing information to answer a historical question.	- Knows how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' - Knows that some sources may be more useful than others in answering certain historical questions.	- Knows the possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. - Knows how to use the sources to compile a detailed description of what Dick Turpin was like. - Knows that some sources may be more useful than others by commenting on the importance of some of the sources.	- Knows, from a range of sources provided, to accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' - Knows why they have made that selection, possibly with some references to utility and reliability.
History Programme of Study in Year 6 By the end of this unit, pupils will:				
History Concept: Changes and Development/Similarity and Difference - Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. - Can introduce a hierarchy of importance and explain 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.				
History Concepts: Cause and Effect - Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. - Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. - Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. - May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.				
Historical Enquiry: Planning and Carrying out a Historical Enquiry - Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. - Will 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. - Will 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.				

- Will confidently use a broad range of challenging, relevant historical terms throughout.
- Will critically evaluate their enquiry and consider ways in which it could be improved or developed.

Historical Enquiry: Using Sources as Evidence

- Knows 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.
- Knows why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.

Unit Overview

In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence. There is no requirement here to travel further afield on a visit, unless you wish to extend their knowledge of the war further or visit a local museum with relevant displays. Throughout the unit, the children will be required to use the skills they have developed over the scheme, particularly those relating to local history. This unit provides an excellent opportunity to showcase their development in all areas, and as such, is ideal for their last term in the primary school. The children's exhibition in the Big Finish provides a final opportunity for them to celebrate their work with parents and the broader community.

Key knowledge acquired throughout this unit

- I know about, and can compare, the numbers of deaths in our locality in both World Wars.
- I know that the experiences of children in the locality were varied.
- I know some of the ways in which daily life changed during the wars.
- I know that the impact of the wars varied by region and between families.
- I know what steps were taken locally and nationally to lessen the impact of attack in both World Wars.
- I know that the advances in warfare made the civilian population more vulnerable to attack in the Second World War.
- I know that the degree of danger in each of the wars varied by region and between families.
- I know how symbolism may be used in a memorial.

Key skills acquired throughout this unit

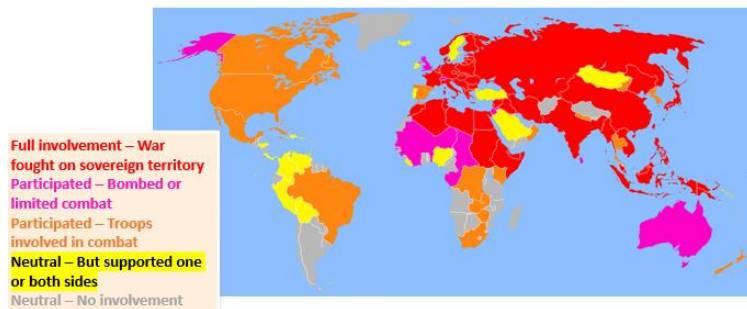
- I can evaluate the usefulness of these sources of evidence.
- I can gather information from a range of sources.
- I can use a variety of sources to obtain evidence about daily life during the wars.
- I can design a memorial that represents the breadth of experience of people in the locality in both World Wars.
- I can use sources to provide evidence to inform my memorial design.

Subject knowledge and teaching guidance

- Traditional war memorials include crosses, plaques, statues and sculptures. Some areas opted for functional memorials like village halls, parks, gardens or sports fields.
- You may find different dates for the First World War on a memorial. Some end dates are 1918 when the armistice was signed, some 1919 when the peace treaties were signed and some are 1920, as some soldiers still served overseas until that date. In cemeteries, you will find memorials on graves for people who died in the wars but are buried elsewhere. You may also find graves for people who died of their injuries during or just after the war and are buried in the grave – these are known as war graves. There are over 300,000 war graves in the UK.
- The 'thankful villages' are the ones where all the men sent to fight in the war returned home safely. It is estimated there are 52 in England and Wales, but none in Scotland or Ireland. There are also 'doubly thankful villages'. These are villages where men from both world wars returned home safely. There are 14 of these in England.
- Some places also have memorials to animals. Many horses, mules, donkeys, dogs, pigeons and canaries died in the war. There are some national memorials to these animals, and there are also some in localities – for example, one in Romsey to remember the horses shipped from the area to the First World War battlefields.
- Influenza (Spanish flu) infected 500 million people worldwide after the First World War. It killed between 20 and 50 million worldwide. The virus was very contagious, and people died within a few hours. 228,000 died in the UK.

- Protected/reserved occupations in the First World War included teachers, clergy, some industrial workers and doctors. This was reviewed during the war as more women took over the work. Men between the ages of 18 and 41 could volunteer to fight overseas. In March 1916, conscription was introduced in Britain, as there were no longer enough volunteers wishing to enlist. All fit men between the ages of 19 and 41 were conscripted. In April 1918, the age was raised to 51. At first, this was just single men, but this was quickly changed to include married men.
- In the Second World War, men were conscripted from the outbreak. There were many changes over the years about who would be conscripted, and in 1942, women between the ages of 20 and 30 were also conscripted. Some men could be conscripted to work in the coal mines. They were known as the Bevin Boys.
- The school curriculum in both wars reflected patriotism, with Britain fighting for democracy and the rule of law. Children also learned about gardening and first aid. In the Second World War, they had to prepare for gas attacks. Many children were also members of youth organisations like the Boy Scouts and Girl Guides, and learned important skills, for example in the Second World War, they learnt how to prepare for an invasion. School logbooks give details of military victories and how these were celebrated. Also, they tell us how children dealt with air raids and gas attacks.
- In September 1939, around 3 million children between the ages of 5 and 14 were evacuated. These were children living in large industrial centres and ports, which were a potential target for bombing. There was a large propaganda campaign to persuade parents to send their children away. They went to live in the countryside and were either sent to live with relatives or host families. Within months, most of them returned home. Many of the children had a very positive experience, and some even had a happier life than they had at home. However, some children were very unhappy, and were exploited and even abused.
- Belgian refugees arrived in Britain within the early stages of the First World War. Over 250,000 sought shelter after fleeing from the Germans. After the war, almost all of them returned to Belgium.

Where was the Second World War fought?



Who could join the armed forces?

The First World War	The Second World War
To begin with, men aged 18–41 could volunteer.	Men were conscripted from the outbreak of war.
In 1916, all fit men aged 19–41 were conscripted.	In 1942, women aged 20–30 were conscripted.
At first, only single men were conscripted, but soon, married men also had to fight.	Some men were conscripted not into the army, but to work in the coal mines. They were known as the Bevin Boys.
In 1918, the army raised the upper age limit to 51.	

- There were food shortages and rationing in both world wars. A great deal of food was imported, and the attacks on the merchant fleet had a huge impact on this trade. Steps were taken to grow more food. This included cultivating parks and gardens, and allowing more women to work in farming. In 1917, the Women's Land Army was formed. During the Second World War, this campaign was known as Dig for Victory.
- People were encouraged to eat less, particularly meat, and to avoid any waste. Rationing was introduced in February 1918 (First World War) and in January 1940 (Second World War). People had to register with their local shops (this makes for an interesting comparison with the number of existing local shops – look at trade directories for information). Rationing did not end with the end of the Second World War, but continued until 1954. The price of foods went up in both wars, doubling or even tripling. 'Make do and mend' was the campaign to repair rather than replace clothing.
- Due to anxiety about air attacks, air raid precaution wardens served in the Second World War, and would check that blackouts were in place. There may be evidence of old Anderson (outdoor) shelters in your locality.
- Before the First World War, the popular view was that a woman's place was in the home, and they would only work if it were a financial necessity. If they did work, it was mainly in poorly paid jobs in domestic service or the textile industry. During the Wars, women found work in such areas as making munitions. By the end of the war, 2.9 million women were

employed in the industry. This was dangerous work, and many died in explosions or became ill due to TNT poisoning. You may be able to find evidence of a local tragedy. They also found work on the land and in nursing. You may find evidence of a local building being turned into a military hospital run by nurses from the VAD (Voluntary Aid Detachment). Women also went to serve at the front in non-combatant roles. In 1919, an act was introduced for the Restoration of Pre-War Practices, meaning men got their old jobs back.

- Initially, sportsmen were encouraged to continue playing to keep morale up. However, as more men were needed, they went off to fight and even formed their own battalions. Between 1915 and 1919, competitive football was suspended. To fill this place, women began to form football teams particularly based on their places of work, usually munitions factories. They became very successful, but in 1921, women's football was banned by the Football Association. In 1939, all organised football apart from that by the armed forces was suspended. Regardless, many factories set up all-female teams, although it was difficult for them to find somewhere to play.

Did the role of women change during the wars?

Historians believe that one of the key reasons some women were granted the vote in 1918 was because of their work during the First World War.



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Women working in a factory in the First World War

zeppelins (nuge airsnips) and some aircraft also dropped bombs, mainly focusing on London. Early raids caused a lot of casualties, but as defences improved, the impact lessened. The Zeppelin raids ceased in 1917.

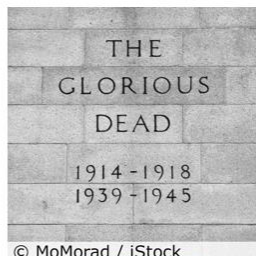
- Attacks from the air were much more of a threat in the Second World War, and cities like London, Coventry and Liverpool were very badly damaged and many people were killed. Sometimes, random casualties occurred in towns and villages when aircrews jettisoned any remaining bombs before returning home.
- Due to anxiety about air attacks, air raid precaution wardens served in the Second World War, and would check that blackouts were in place. There may be evidence of old Anderson (outdoor) shelters in your locality.
- Traditional war memorials include crosses, plaques, statues and sculptures. Some areas opted for functional memorials like village halls, parks, gardens or sports fields. You may find different dates for the First World War on a memorial. Some end dates are 1918 when the armistice was signed, some 1919 when the peace treaties were signed and some are 1920, as some soldiers still served overseas until that date.
- In cemeteries, you will find memorials on graves for people who died in the wars but are buried elsewhere. You may also find graves for people who died of their injuries during or just after the war and are buried in the grave – these are known as war graves. There are over 300,000 war graves in the UK.
- The 'thankful villages' are the ones where all the men sent to fight in the war returned home safely. It is estimated that there are 52 in England and Wales but none in Scotland or Ireland. There are also 'doubly thankful villages'. These are villages where men from both world wars returned home safely. There are 14 of these in England.
- Some places also have memorials to animals. Many horses, mules, donkeys, dogs, pigeons and canaries died in the war. There are some national memorials to these animals, and there are also some in localities – for example, one in Romsey to remember the horses shipped from the area to the First World War battlefields.
- Influenza (Spanish flu) infected 500 million people worldwide after the First World War. It killed between 20 and 50 million worldwide. The virus was very contagious, and people died within a few hours. 228,000 died in the UK.

Memorials also contain inscriptions



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Lowestoft war memorial



© MoMorad / iStock

The Cenotaph, London

Key vocabulary and definitions

Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Civilian	A person not in the armed services or the police force.
Inscription	A thing inscribed, as on a monument or in a book.
Conscription	Compulsory enlistment for state service, typically into the armed forces
Volunteer	A person who freely offers to take part in an enterprise or undertake a task.
Blitz	An intensive or sudden military attack.
Evacuee	A person evacuated from a place of danger.
Rationing	Allow each person to have only a fixed amount of (a commodity).
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Zeppelins	A large German dirigible airship of the early 20th century, long and cylindrical in shape and with a rigid framework. Zeppelins were used during the First World War for reconnaissance and bombing, and after the war as passenger transports until the 1930s.
Memorial	A statue or structure established to remind people of a person or event.
Commemorate	Recall and show respect for (someone or something).

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality.	To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality.	To know and understand how the World Wars impacted daily life.	To be able to explain if it was more dangerous to live in our locality in the First or Second World War.	To design a memorial that reflects the contribution made by people in the locality in both World Wars.	To collect and present all our knowledge about the locality in wartime in an engaging and informative way.