

History Progression of Knowledge

Year 6

Enquiry	Why should we remember the Mayans?	How are our lives affected by The Early Islamic civilisation?	Is historical evidence always true? Beyond face value: A study of propaganda (Tudor, Victorian and WW2)
Prior Learning links and rationale	<ul style="list-style-type: none"> ● Viking invasions - Year 4 ● Benin - Year 5 	<ul style="list-style-type: none"> ● Vikings Year 4 ● Mayans Year 6 ● RE link - Islam ● Y3 geography link - Baghdad 	<ul style="list-style-type: none"> ● Victorian Blandford/ railways - Year 4 ● WW2; The Home Front - Year 5 ● An opportunity for chn to synthesise historical knowledge.
Vocabulary	Chichen Itza Tikal excavations Ahau Dynasty maize codex hieroglyphics scribe sacrifice peasant bloodletting cacao	Prophet Muhammad Baghdad Caliph prophet empire trade	historians evaluate sources Victorian factories World War Two Home Front Evacuation and the Blitz propaganda iconic censorship staged influence
Disciplinary Concepts	<ul style="list-style-type: none"> ● chronology ● significance ● change and continuity ● similarity and difference ● cause and consequence ● interpretation. 	<ul style="list-style-type: none"> ● chronology ● significance ● change and continuity ● similarity and difference ● cause and consequence ● interpretation. 	<ul style="list-style-type: none"> ● Chronology ● significance ● change and continuity ● similarity and difference ● cause and consequence ● interpretation.
Substantive Concepts	<ul style="list-style-type: none"> ● Power ● Society ● Legacy ● Conquest 	<ul style="list-style-type: none"> ● Power ● Society ● Legacy ● Conquest 	<ul style="list-style-type: none"> ● Power ● Society ● Legacy ● Conquest

<p>Key Knowledge</p>	<p>Pupils to where and when the Mayan civilisation occurred?</p> <p>Pupils appreciate the range of Mayan achievements and rank them according to importance.</p> <p>Pupils know that the Mayan civilisation existed between AD300- 900 and lasted 2,000 years.</p> <p>Pupils explore valid reasons for the growth of the civilisation e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>They understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming. Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found.</p> <p>Pupils grasp that we learn from: •Archaeological remains •Spanish Conquest sources •Artefacts and hieroglyphs •Oral tradition</p> <p>Pupils are able to explain why human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice.</p> <p>Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain.</p> <p>Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</p>	<p>Deduce from source clues the importance of Arab Muslims’ contribution to the world of mathematics and science, books, geography astronomy, medicine etc.</p> <p>Know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x size of London at the time.</p> <p>They know by middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, a larger area than that of the Roman Empire, covering almost a third of the world’s population.</p> <p>Locate early Islamic Empire in time and place and can explain the origins and development of Islam in 7th century.</p> <p>They can state several reasons why it spread e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military.</p> <p>They understand that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied.</p> <p>They should be aware that this did not happen by force. As Qur’an specifies “Let there be no compulsion in religion”. Under Muhammad Muslims practised tolerance.</p> <p>Pupils confidently refer to proper terms such as Caliph, Prophet, Empire.</p> <p>*Incorporate a variety of written clues into visual format and construct an image of what Baghdad would have looked like. Nothing remains but we can reconstruct from written reports of visitors etc. Workers came from every city in the empire to build the city and that the network of canals</p>	<p>Understand that images are all created for a purpose and that they can speculate as to possible purpose by looking carefully at ‘internal clues’ in the pictures.</p> <p>Explore how the meaning of an image changes immediately you ask who produced it. Look for possible deeper meaning in images knowing that people produce them for different purposes and devise historically valid questions.</p> <p>Explain what we mean by propaganda, iconic censorship, and staged.</p> <p>Pupils realise that monarchs employed artists to boost their image</p> <p>They understand that some portraits were iconic because the monarch wanted to convey a particular message at an important time.</p> <p>Explore main dangers facing child labour in Victorian factories and that during the 1830s onwards improvements were made in factory conditions.</p> <p>Select key ideas from an animated website and explore evacuation in the light of a wider evidence base. Explain why government produced images were so positive and use terms like morale and censorship with confidence</p> <p>Analyse photographs or newsreel films from the early 1940s to spot signs of propaganda and explain why propaganda was so important in wartime.</p> <p>Explore what we mean by fake news and why the photograph was so important</p>
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