

Year Six	History	Autumn
<p>As Historians we will study how conflict has changed across different eras. We will focus on the Shang Dynasty, Ancient Greeks and the Romans, and we will also look at the impact of WWI and WWII.</p>		
<p style="text-align: center;"><i>What significant impact did Ancient Empires have on the world today?</i></p>		
<p>Children must be able to say that they are studying conflict over time as well as learning about life in those eras. They need to be able to talk about the specific conflicts and how weaponry/equipment/uniform has changed over time and the impact it has had. Children must be able to make links back to the eras and areas of learning in previous years.</p>		
<p>NC Content</p> <ul style="list-style-type: none"> • Develop chronological secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 		

Historical Vocabulary



Historical.	Significant.	Memory	
Event.	Timeline	Celebrate.	
Opinion	Fact.	Consequence	
Artefact.	Recently	Past.	Nation
Present.			
Future.	Exploration	Research	

Throughout this whole topic of conflict comparisons need to be made to WW1 and WW2. The children learnt this comprehensively in Year 2.

Autumn 1

Conflict – Ancient Civilisations (Shang Dynasty and Greeks)

Procedural Skills

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence giving reasons for choices.

Compare some of the times studied with those of other interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.

Understand the concepts of continuity and change over time, representing them (along with evidence) on a timeline.

Use dates and terms accurately in describing events.

Compare some of the times studied with those of other interest around the world.

Ancient Conflict – Shang Dynasty

NC Links:

Pupils should be taught about:

The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of the Shang Dynasty of Ancient China.

In depth Study: The significance of the Shang Dynasty for China

Place the Shang Dynasty on a timeline and identify its position in history compared to time eras learned previously.

Explore the Shang Dynasty. Where in the world were they in power? Explain what it was and who was in power in China at this time. How did the Shang Dynasty come to be in power? What was life like in China during the rule of the Shang Dynasty?

Ancient conflict – Ancient Greeks

NC Links:

Pupils should be taught about:

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Place ancient Greek civilisation on a timeline and identify its position in history compared to time eras learned previously.

Evidence and Interpretation: Interpret sources of evidence to explore Greek life and describe the social, cultural and religious aspects of Ancient Greece.

Causes and consequences of conflict in Ancient Greece:

Explore the states of Ancient Greece and why they fought (Sparta and Athens). Persians were a foreign threat.

Summarise the armies of the Shang Dynasty and focus on weaponry. Think about how the Shang armies fought in battle (battle tactics).

Cause and causation: Explore defence tactics used by armies and tribes. Discuss the negative impact on the population and the motives behind war.

How did war/conflict impact the lives of men, women and children? Think about the societal, cultural and religious norms changed.

Significant figures; Evidence and Interpretation: Explore the significant figure Fuhao. Compare her to the king. Why did people like her and not him? Seek out and analyse a range of evidence to support justification and refine the line of enquiry.

Discuss how different advances meant that Greeks could fight from the sea. Why did the Greeks build their empire around the Mediterranean sea?

Similarity and difference: Summarise Greek military tactics – what were the differences between states? Why did these differences occur? **Change and continuity:** How were these different to those used in the Shang Dynasty? What reasons could there be for these differences?

Evidence and Interpretation; significance of Odysseus's wooden horse: Deduce battle and defence tactics from studying Odysseus's wooden horse to conquer the Trojans. Seek out and analyse a range of evidence to support justifications.

Consequence; change and continuity: Explore how society ad changed as a result of Greek warfare. How was military function and social status related? Think about the change in social attitudes towards men, women and children. Link this to social norms in Briain today.

Throughout this whole topic of conflict comparisons need to be made to WW1 and WW2. The children learnt this comprehensively in Year 2.

Procedural Skill

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence giving reasons for choices.

Give a broad overview of life in Britain and some major events from the rest of the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Understand the concepts of continuity and change over time, representing them (along with evidence) on a timeline.

Use dates and terms accurately in describing events.

Describe the main changes in a period of history.

Identify periods of rapid change in history.

Give a broad overview of life in Britain and some major events from the rest of the world.

Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.

Roman Empire and its impact on Britain

NC Links:

Pupils should be taught about:

The Roman Empire and its impact on Britain.

Explore where and when the Roman Empire began. Create a timeline to show the growth of the Roman Empire.

Causation: Causes of growth of the Roman Empire: Explain the motives for the Roman invasion of Britain (precious metals). Link to what children have learned in Y3/4. Explore the 3 main invasion attempts and discuss why the 3rd attempt was the most successful. How did the Romans gain control of Britain? (30 years of fighting) Explore the Roman Emperors leading each invasion. Were they effective leaders?

Explore the rivalry between the Romans and the Celts. Link this to what the children already know about the Iron Age from Year 3.

Consequences of Roman Invasion; Change and Continuity: How did the Roman invasion change society? Compare with society after the Greek conflicts.

Explain the differences and similarities in armour, weaponry and battle tactics worn / used by the Romans and ancient civilisations. What was effective about the Roman armour/ weaponry/ battle tactics? How did this lead to them becoming a huge empire? Use sources of evidence to justify these claims and explore how these lead the Romans to becoming very powerful.

Explain why Hadrian's wall was built – Romans never conquered Scotland. Defended Forts. Explore Roman defences and why they are necessary. Link these to defences from the Iron Age and Maya Civilisation (building on Year 3 learning).

Significance: significant lasting impact on Britain: Discuss, summarise, and explain the impact that the Roman invasion had on the country. Has this impacted any modern life? Consider Roman inventions (these ideas were often taken from the Greeks) and how these are still relevant in modern day. Why were they so significant? Consider Roman culture and beliefs, how did this impact life at the time and how does it continue to impact today? (early Christianity). Link to attitudes, experiences, beliefs and ideas of men, women and children

Ancient Conflict deep understanding:

Evidence and Interpretation: Children to use sources of evidence to justify which weaponry, armour and battle tactics are the most effective from across Shang, Greeks and Romans. Explain why linking to evidence.

Evidence and Interpretation: Discuss attitudes and experiences between men and women (Boudica and her fight against the Roman army). Line of enquiry: Was Boudica an effective leader? Seek out and analyse a range of sources of evidence to deduce and justify claims.