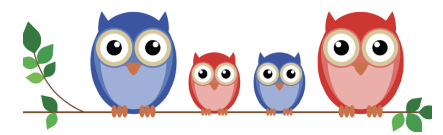


## History Year 6

Non-European societies: Maya: what made the Maya so distinctive?	<b>Thread:</b> Power, government and religion	<b>NC Focus:</b> a non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What did archaeologists find in the Copan tomb?	What was Mesoamerica and the cities like?	Why was bloodletting so important to the Maya?	Why were calendars so important to the Maya?	Why were cacao and maize so important to the Maya?	What similarities were there between the Maya and other similarities?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>In 1993 archaeologists discovered a magnificent tomb in the Honduran city complex of Copán. Inside the tomb they found the remains of a person covered in red cinnabar and surrounded with shell and jade ornaments. Around the human remains were burnt offerings of birds, turtles and fish. Due to the things she was buried with, the archaeologists think that these were the remains of an important woman. She was either a ruler, or the wife or mother of a ruler, of a group of people who lived at Copán called the Maya.</p>	<p>The Maya lived in a part of central America called Mesoamerica. Mesoamerica contained rich fertile lands in the highlands and plains, and humid rainforests in the lowlands. From about 750 BCE, the Maya built cities like Copán near rivers, just like other early civilisations. These were all different, but usually contained a ceremonial centre with temple-pyramids, ballcourts and palaces. They often contained causeways and standing stones carved with pictures and writings about their rulers.</p>	<p>In another Maya city, Yaxchilán, a carved stone lintel has helped archaeologists to understand a lot about Maya beliefs. It shows a bloodletting ritual performed by Yaxchilán's king, Shield Jaguar the Great, and his wife, Lady K'ab'al Xook. Lady K'ab'al Xook pulled a thorned rope through her tongue to make it bleed so that she could speak with the gods. Bloodletting was important to the Maya; they believed the gods had let their blood to create the human race. By bloodletting, Maya rulers showed their thanks to the gods, but also showed that they were the right people to rule.</p>	<p>The Maya believed the sky was where the gods lived; watching it carefully they tracked the movement of celestial bodies. The Maya had lots of different calendars, some were based on these movements, others on the time it took maize to grow. The Maya used these calendars to make sure they carried out religious ceremonies at the right times and to measure time. The Maya used cycles to measure time, so their calendars were circular and relied on great mathematical understanding. Using these calendars, the Maya recorded the dates of when important things happened, using their hieroglyphic writing.</p>	<p>In the tombs of Maya rulers, archaeologists have found decorated pots that once contained a special drink. This hot chocolate drink was made from roasting and boiling the fruit of a plant called cacao. The Maya took care preparing hot chocolate, frothing it carefully, because they believed it was a gift from the gods. Another crop that the Maya thought was sacred was maize; it was used to make flat pancakes called tortillas. The Maya believed that the gods tried for a long time to make humans, and only succeeded when they used maize to do so.</p>	<p>The Maya have a lot in common with other early civilisations from around the world. They farmed, built great cities and temples, had rulers, worshipped gods and wrote things down. However, they were also distinctive compared with other early civilisations e.g. they were a stone age society. The Maya's advanced understanding of maths and astronomy and bloodletting was very important in their religion. A good description of what made the Maya both similar and different will use knowledge from across this unit</p>

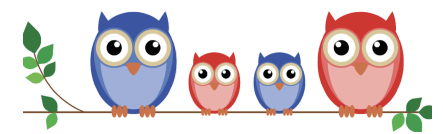


Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Analysing archaeological evidence critically	Explaining how geography shaped civilisation	Explaining the link between religion and political power	Explaining the relationship between science and religion	Explaining economic and cultural importance	Synthesising knowledge across multiple civilisations
Drawing inferences from material remains	Comparing Maya cities with other civilisations	Analysing belief systems in historical context	Analysing technological and mathematical achievement	Linking agriculture to social structure	Identifying patterns and contrasts
Evaluating how historians build interpretations	Identifying social hierarchy and power structures	Evaluating the significance of rituals	Evaluating significance over time	Identifying cause and consequence	Evaluating what makes a civilisation distinctive
Considering reliability and limitations of evidence	Using evidence from a range of sources	Interpreting visual and written sources	Understanding how knowledge systems develop	Analysing how resources shape civilisations	Constructing comparative arguments
Constructing evidence-based conclusions	Making supported comparisons	Constructing balanced explanations	Using evidence to support analytical arguments	Forming substantiated judgements	Making balanced, evidence-based conclusions
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Honduras, cinnabar, offering	Maya, Mesoamerica, ceremonial, ballcourt	Lintel, bloodletting	Celestial body, calendar, cycle	Cacao maize	Distinctive, astronomy

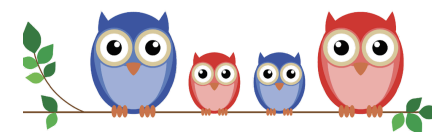
## History Year 6

Unit: Significant turning points: How did experiences differ during WWII?	<b>Thread:</b> Warfare and conflict	<b>NC Focus:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
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What do you know about WWII?	How and why did women's roles change during WWII?	What impact did WWII have on Britain?	Why was evacuation a huge turning point for many children during WWII?	What changes did nursing see during WWII?	How was WWII a turning point for many British people?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>The Second World War broke out in 1939 when Nazi Germany invaded Poland. Having promised to defend Poland, Britain and France declared war on Nazi Germany. When war was declared, many men and women joined the armed forces. The war lasted six years and brought about significant changes for many people. The Second World War has been seen as a turning point because the changes it brought were decisive and permanent.</p>	<p>Before the Second World War, women were expected to take care of domestic matters rather than working. If women did work, they were mainly employed in shops, domestic service or nursing - jobs thought to be 'women's jobs'. In December 1941, women were conscripted for the first time in British history; they could now do 'men's jobs'. Women worked in munitions, aircraft and tank factories, in shipbuilding or farming. Women also joined the armed forces as part of the WAAF, ATS or WRNS.</p>	<p>The Second World War was fought across Europe, Africa, Asia, and the Middle East. During the war, soldiers from all over the British Empire and Commonwealth fought against Nazi Germany and their allies. Before the war, most people in Britain would only rarely travel abroad or meet people from other countries. With large numbers of British soldiers mixing with Empire and Commonwealth troops this changed. In Britain itself, many people travelled from across the Empire to assist the war effort, bringing ethnic diversity.</p>	<p>The Second World War saw mass bombing campaigns against British civilians for the first time. Nazi Germany targeted British cities in 1940-1941, hoping to destroy British industry and morale. The government had prepared for this by evacuating many children away from the cities the moment the war started. For many city children, this was the first time they had been to the countryside, seen farm animals or eaten vegetables. For many children, away from home for so long, returning to their old lives and families in the city was very difficult.</p>	<p>Nursing in the Second World War brought new people to Britain and helped new medical techniques to succeed. At the Queen Victoria Hospital in East Grinstead new plastic surgery techniques were trialled on badly injured soldiers. Sister Mary Meally ran the burns ward, where she looked after badly burnt airmen who were receiving treatment. Many West African and Caribbean women travelled to, and trained as nurses in Britain during World War II. These included Princess Ademola, daughter of the Alake of Abeokuta, an important king in Nigeria.</p>	<p>During the Second World War the experiences of men, women and children differed greatly. However, the great changes that the Second World War brought about affected a large number of people. Because of the global nature of the war British people were exposed to unfamiliar places, cultures and ways of life. The Second World War was a turning point for many women and for children because it changed their lives forever. A strong explanation of why WWII was a turning point in many ways will reference knowledge from across this unit.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Placing events securely within a detailed chronological framework</p> <p>Identifying global vs national perspectives</p>	<p>Explaining short- and long-term causes of change</p> <p>Evaluating the extent of social change</p> <p>Analysing government influence on society</p>	<p>Analysing economic, social and cultural impact</p> <p>Identifying continuity and change</p> <p>Interpreting demographic and social evidence</p>	<p>Analysing first-hand accounts and testimonies</p> <p>Evaluating how experiences differed</p> <p>Drawing inferences from personal sources</p>	<p>Evaluating the role of individuals and wider forces</p> <p>Analysing technological and medical</p>	<p>Synthesising knowledge across a unit</p> <p>Evaluating the concept of "turning point"</p> <p>Comparing experiences of different groups</p> <p>Constructing balanced, evidence-based</p>

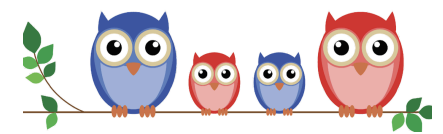


Using prior knowledge to form historical questions	Using evidence to support balanced arguments	Weighing short-term vs long-term consequences	Explaining significance from different perspectives	advancement	arguments
Selecting relevant information from sources	Considering differing experiences of groups	Constructing substantiated conclusions	Considering emotional and social impact	Explaining how war accelerates change	Making substantiated overall judgements
Explaining significance of major events				Interpreting evidence from case studies	
				Forming reasoned judgements about impact	
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Nazi Germany, Poland, ration	domestic , domestic service, conscription	Empire, allied forces, ethnic diversity	Civilian, bombing, evacuee, morale	Plastic surgery, Nigeria	Conscripted, civilian, turning point, permanent

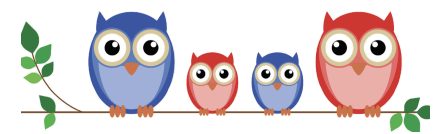
## History Year 6

<b>Unit:</b> Significant turning points: in what ways did Britain change after WWII	<b>Thread:</b> Power, government and religion	<b>NC Focus:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What was the situation like in Britain after WWII?	How did the second world war lead to the creation of the NHS and what impact did	What happened during the Windrush generation?	How did the changes to technology during WWII impact lives after the war?	What social and cultural changes took place in Britain in the 1960s?	What were the two decades following WWII a turning point in British history?



Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>At the end of the Second World War Britain was victorious but weak. Bombing campaigns had destroyed many homes and factories in Britain's cities. Britain was nearly bankrupt having had to spend so much money on the war. 384 000 British soldiers had died alongside 70 000 civilians. In 1945 the British public elected a new government that promised to help Britain to recover.</p>	<p>Before WWII, healthcare was not run by the government and varied greatly from place to place. Many people, especially women, were unable to afford healthcare and childhood illness was a big problem. Although the government ran schemes for workers to access free healthcare, this was mainly for men. During the war, the government took control of hospitals and this showed how much better things could be. In 1948, the National Health Service was set up offering free healthcare to everyone, improving the nation's health.</p>	<p>Britain needed workers to help with the nation's reconstruction and to work in the NHS; many came from the Caribbean. The first of these arrived at Tilbury Docks on the 22 June 1948 after a long journey on the SS Empire Windrush. Some British people were very unwelcoming and many of these arrivals faced discrimination in housing and employment. In 1958, riots broke out in Notting Hill that were motivated by growing racial tension. Hundreds of white people attacked the homes of people from the Caribbean and the violence lasted two weeks.</p>	<p>During the war, technology changed rapidly, especially in electronics and computing. For ordinary Britons, this led to the adoption of a wide range of household appliances as these became cheaper. Television ownership grew quickly, with 75% of households having a TV by the 1960s, making it a common leisure activity. Other domestic appliances such as fridge-freezers, vacuum cleaners and washing machines all made domestic life easier. The appliances gave women more time to work, but poorer families did not benefit as much as others.</p>	<p>In 1966 Time Magazine named London the 'Swinging City', meaning it was exciting and cool. This was because of the large numbers of young people in London, and Britain, who were known as 'Baby Boomers'. Wages had risen and 'Baby Boomers' had more disposable income to spend on things like fashion and music. New fashions such as the miniskirt and various types of bright clothing and new hairstyles became very popular. New 'rock and roll' music became popular. A band called 'The Beatles' became major stars during the 1960s.</p>	<p>Britain changed in a number of ways following the Second World War; most of these were permanent and major changes. Diversity increased with the arrival of the Windrush Generation, although many migrants faced a lot of discrimination. Changing technology was a turning point in the lives of some women and many British households. A great deal of social and cultural change took place with the influence of the 'Baby Boomer' generation. A good explanation of why this period was a turning point in British history will use knowledge from across this unit.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Analysing social and economic impact of war</p> <p>Interpreting statistical and demographic evidence</p> <p>Explaining short- and long-term consequences</p> <p>Placing post-war Britain within wider chronology</p>	<p>Explaining cause and consequence in depth</p> <p>Evaluating government decision-making</p> <p>Assessing the significance of reforms</p> <p>Using evidence to judge impact on</p>	<p>Analysing migration and its causes</p> <p>Evaluating differing experiences and perspectives</p> <p>Interpreting primary accounts and media sources</p> <p>Understanding bias and discrimination in</p>	<p>Explaining how innovation drives social change</p> <p>Weighing short-term vs long-term impact</p> <p>Analysing change in daily life</p> <p>Evaluating extent of improvement or inequality</p>	<p>Analysing cultural transformation</p> <p>Interpreting social trends and generational change</p> <p>Evaluating significance of movements and individuals</p>	<p>Synthesising knowledge across the unit</p> <p>Evaluating the concept of "turning point"</p> <p>Comparing different areas of change (social, political, economic)</p> <p>Making substantiated, balanced judgements</p>



Drawing evidence-based conclusions	different groups Constructing balanced historical arguments	context Forming substantiated judgements about significance	Using evidence to support conclusions	Comparing continuity and change Constructing analytical explanations	Constructing extended historical arguments
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Bankrupt, election	Healthcare, welfare state	Caribbean, windrush generation, discrimination, riot	Housewife, domestic, appliance	Baby boomers, disposable income, rock and roll	Turning point, ethnic diversity, discrimination, baby boomers