

Year 6 – Term 1

**Looking to the future, how important are legacies
from the past?
HISTORY**



Some of the inventions and ideas we are familiar with now originated or were developed during the past.

Progression in Skill:

Give reasons why some events, people or developments are seen as more significant than others.

Continue to develop chronologically secure knowledge of history.

Establish clear narratives within and across periods studies.

Note connections, contrasts and trends over time.

Select, organise and summarise relevant information from a range of sources and choose an appropriate way to present it effectively.

Understand that the past is represented in different ways and give reasons for this.

Long-term Memory Knowledge:

The Ancient Greek civilisation was at its height approximately 2500 years ago, although the entire period lasted over 1000 years.

The area became important because of its geographical position: coastal, close to Europe, North Africa and the Middle East.

Athens and Sparta: two important city states with their own laws, money and rulers and were rivals. Myths and legends were important to explain why or how things happened: they tell us about the Ancient Greeks' beliefs in gods and goddesses.

The legacy of the Ancient Greeks continues today:

- Maths, language, e.g. telephone, microscope
- Architecture, Art, Theatre
- Government/democracy –the right to vote
- Olympic Games, sport and competitions
- Philosophy

National Curriculum Links:

Pupils should continue to:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Establish 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.
- Regularly address and devise historically valid questions about cause.
- Understand how our knowledge of the past is constructed from a range of sources.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Essential Prior Learning:

Children will have an awareness of the timeline of historical periods studied, including: the Jurassic Period, Ice Age, Stone Age, Bronze Age, Iron Age, Ancient Egyptian and Ancient Maya.

Civilisations in different countries overlap, e.g. the Ancient Egyptian civilisation in Egypt was a similar period in history to the Bronze Age in Britain.

Key Vocabulary

civilization	a group of people with their own language and way of life
government	the people who make the rules and laws for a particular state, country or kingdom
democracy	a government of elected representatives
architecture	the design of buildings
city state	a city that had its own government and ruled the area around it e.g. Athens, Sparta
polytheistic	a form of religion that believes in more than one god/goddess

Progression in Resources:

Images of modern Greece; map of Ancient Greece; BBC School & Museum of London websites; artefacts; photographs/images; Greek myths; Greek alphabets; dictionaries; Olympics footage; study of philosophical journals.

Relevance

Now	Children recognise that some of what we know/use today is the result of life in the past.
Future	Children develop an understanding of the chronology of different civilisations and how they have impacted modern day life.
Aspiration	Children develop a love for the past and a curiosity to find out more in depth about periods that interest them; understand the significance of history on our lives today.