 **Threshold Concepts and Subject Progression**

**History**

**Year: 5&6 Unit Name: The Ancient Greeks**

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| **What do I need to learn? What do I need to remember?** |
| **Chronological knowledge / understanding**   * Understand how to sequence different time periods and understand how they relate to one another on a timeline. * Understand how to sequence key events on a timeline. * Understand and use the terms BC and AD/ BCE and CE.   **Historical Enquiry**   * Understand how knowledge of the past is constructed from a range of sources. * Use sources to infer information about the past. * Look critically at sources and begin to assess their reliability. * Carry out an enquiry investigating the Athenians and Spartans. * Justify my reasoning when explaining my ideas.   **Significant events and people**   * Identify significant legacies of the Ancient Greek civilisation and look at how they have evolved over time e.g. Compare modern day Democracy and ancient Democracy. * Investigate why the Greek army won the battle of Marathon. * Investigate the impact of Alexander the Great.   **Change, cause and consequence**   * Understand how the ancient Greek civilisation changed over time.   **Similarities and differences**   * Understand the differences between various ancient Greek city states.   ***Geographical skills***  \* Identify the physical and human features of modern Greece.  \* Interpret climate graphs  \* Use maps and atlases to locate key cities. |
| **How can I extend this learning?** |
| Research Greek gods, mythical monsters and heroes.  Investigate different city states and find out about what similarities and differences they shared.  Visit the British museum to see different ancient Greek artefacts on display. |



**Spirituality: Can the study of History help us to connect with past civilisations and modern cultures around the world?**

**Threshold Concepts and Subject Progression**

**History**

**Year: 5&6 Unit Name: The Mighty Maya**

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| **What do I need to learn? What do I need to remember?** |
| **Chronological knowledge / understanding**   * Undertand how to sequence different time periods and understand how they relate to one another on a timeline. * Understand how to sequence key events on a timeline. * Understand and use the terms BC and AD/ BCE and CE.   **Historical Enquiry**   * Understand how knowledge of the past is constructed from a range of sources. * Use sources to infer information about the past. * Look critically at sources and begin to assess their reliability. * Carry out an enquiry investigating an aspect of Maya daily life. * Justify my reasoning when explaining my ideas.   **Significant events and people**   * Identify significant achievements of the Maya civilisation. * Understand how the Maya thrived in the rainforest. * Explore how the modern Maya live today.   **Change, cause and consequence**   * Understand how the Maya civilisation changed over time. * Identify the cause and consequences of Spanish explorers on the Maya.   **Similarities and differences**   * Compare similarities and differences between the Ancient Maya and Anglo-Saxon Britain.   ***Geographical skills***  \* How to locate the ancient and modern Maya cities using an atlas.  \* How to interpret and draw climate graphs. |
| **How can I extend this learning?** |
| Investigate further aspects of Maya daily life and culture.  Explore the history of Chocolate and its spread across the globe.  Visit the British museum to see different Maya artefacts on display. |



**Spirituality: Can the study of History help us to connect with past civilisations and modern cultures around the world?**