



History Progression Map Year 6

	Autumn 1	Summer 1/ Summer 2
Topic	Martin Luther King	Mayans, Celts and Anglo Saxons comparative story
Learning Objective (from DC Pro)	<ul style="list-style-type: none"> • Make appropriate use of dates and specialist terms. • Order significant events, movements and dates on a timeline. • Understand how some historical events occurred concurrently in different locations. • Identify features and make links between past societies and periods • Choose reliable sources of information. • Use historical concepts to create my own structured accounts, including written narratives and analysis • Recognise primary and secondary sources and discuss reliability of the sources with increasing detail. 	<ul style="list-style-type: none"> • Make appropriate use of dates and specialist terms. • Order significant events, movements and dates on a timeline. • Understand how some historical events occurred concurrently in different locations. • Identify features and make links between past societies and periods. • Draw on my depth of factual knowledge and understanding of Britain and the wider world. • Choose reliable sources of information. • Make links between some of the features of past society (religion, houses, society and technology). • Understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed • Use historical concepts to create my own structured accounts, including written narratives and analysis • Investigate my own lines of enquiry by posing a question and pulling together a variety of sources to create a fluent account of a past event. • Recognise primary and secondary sources and discuss reliability of the sources with increasing detail. • societies summarise major influence world history civilizations changes/ continuity persuade viewpoint advancements causes in history British Empire helped/ hindered relationships mono-cultural/ multi-cultural society interpretations significant
Skills	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Historical Enquiry.	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Historical Enquiry.
Sticky Knowledge	<ul style="list-style-type: none"> • Martin Luther King was alive from 1929 to 1968. • I know that Martin Luther King, a civil rights leader, presented his 'I have a dream speech' in 1963 wanting equality and to end racism in USA. • Martin Luther King supported and lead the boycott of buses for 381 days after this and the segregation laws were changed in 1956. (Link back to Rosa Parks year 1) • Martin Luther King Jr led lots of peaceful protests, believing in the power of words and giving great 	<p>Mayans: <u>Society/Diversity</u> The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars.</p> <p>Although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings.</p> <p>Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'.</p>



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	<p>speeches. He didn't believe in violence, but he was still arrested and sent to prison 29 times.</p>	<p>The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods.</p> <p>The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich. It was used for medicines and in ceremonies. The cacao beans were highly valued and even used as a form of money.</p> <p>The Maya writing system was used to write several different Maya languages. It was made up of many symbols called glyphs.</p> <p>Religion- The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. The Maya people would dance, sing and make offerings to the gods/goddesses. Maya priests were believed to be able to communicate directly with the gods/goddesses. As a result, they were very important in society.</p> <p><u>Local area (Anglo Saxon/ Celt comparison)</u></p> <p><u>Rulers/Leaders</u></p> <p>At the top of Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.</p> <p>Mayan society was formed of a number of city states each with their own ruler.</p> <p><u>Childhood</u></p> <p>The role of the children in ancient Mayan civilization was first and foremost to help their elders.</p> <p>Once children turned five or six they were expected to contribute to the family and community. They were treated as young adults and received more responsibilities as they grew older</p> <p>In the ancient Maya society, there was a special class of priest whose job was to teach the children of the nobles. That priest, or group of priests, taught math, science, astronomy, medicine, writing, and other subject</p> <p><u>Role of women</u></p> <p>Maya women participated in government, politics, economics, and farming. They helped ready their men for battle, although women were not warriors themselves. They played an active part in Maya religion, and were responsible for the care of domestic shrines. They also had roles cooking and looking after the household.</p> <p><u>Anglo Saxons</u></p> <p>The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</p> <p><u>Overall Knowledge</u></p> <p>They came to Britain from across the North Sea in the middle of the 5th Century.</p> <p>The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</p>
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		<p><u>Society/Diversity</u> The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. Religion- The Anglo-Saxons were pagans when they came to Britain, but, as time passed, they gradually converted to Christianity. Many of the customs we have in England today come from pagan festivals.</p> <p><u>Local area</u> Nottingham was called snottingahanm- refer back to year 4</p> <p><u>Rulers/Leaders</u> Anglo-Saxons ruled for about three centuries, and during this time they formed the basis for the English monarchy and laws. The two most famous Anglo-Saxon kings are Alfred the Great and Canute the Great.</p> <p><u>Childhood</u> Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult. They had to work as hard as any adult and would be punished as adults if they stole or broke the law. Boys learned the skills of their fathers. They learned to chop down trees with an axe, plough a field, and use a spear in battle. They also fished and went hunting.</p> <p>Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale.</p> <p><u>Role of women</u> Anglo Saxon women had a variety of roles that included looking after the family as well as many roles of their male counterparts.</p>
	<p>Comparison sticky knowledge:</p> <p>I can say how writing differed between the Mayans and the Anglo Saxons I can say how farming differed between the Mayans and the Anglo Saxons. I can see how leaders differed between the Mayans and the Anglo Saxons. I can say how cities, towns and villages differed between the Mayans and the Anglo Saxons. I can say how religion differed between the Mayans and the Anglo Saxons.</p>	



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