

Jerry Clay Academy
Subject Unit Overview

Subject: History

Year Group: Year 6

Term: Autumn 2

Main strands within this History unit

Chronology	<ul style="list-style-type: none">• To explain what is meant by chronology.• Identifying when significant time periods arose.• Ordering and comparing significant events with other historical events on the timeline.• Using timelines to demonstrate knowledge before and after AD.• Explaining the impact of when significant events arose and how they have developed over time until today (focusing particularly on British history).
Causation	<ul style="list-style-type: none">• To explain what is meant by causation.• To understand what the outcome was that arose from causation.• To explain the impact causation has on the outcome.• To explain the impact causation has on society today (particularly focusing on British history).
Democracy	<ul style="list-style-type: none">• To explain what is meant by democracy.• To recognise how democracy has changed and the impact this has had on society today.• To compare and contrast different types of democracy.• To understand where democracy can be used in different scenarios.• To explain the impact democracy has on society today (particularly focusing on British history).
Communication	<ul style="list-style-type: none">• To explain what is meant by communication.• To compare different types of communication within historical events.• To identify how communication has changed and the reasons behind these changes.• To explain the impact changes to communication have had on society today (particularly focusing on British history).



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Core Learning of This Unit:

- **To develop awareness of the early civilisations and non- European societies (Mayan) which have impacted British history and society today.**
- To develop chronological knowledge surrounding British, local and world History
- To identify changes, contrasts and trends over time and identify similarities and difference between time eras.
- To construct informed responses that involve thoughtful selection and organisation of relevant Historical information.

Prior Learning:

- Children have developed their inquisitive skills to ask and answer questions about Historical events and significant people.
- Children have used a variety of different resources to find out information about Historical events and significant people.

National Curriculum Statements:

- To learn about a non-European society that provides contrasts with British History – Mayan Civilisation
- To learn about the achievements of early civilisations, where an when they were – Mayans

Key Vocabulary:

Mesoamerica- A historical region and cultural area in North America
civilisation- a community of people with their own way of life
Hieroglyphics - Writing consisting of symbols or pictures
rituals- A religious or solemn ceremony consisting of a series of actions performed according to a set order.
sacrifice- An act of slaughtering an animal or person or surrendering a possession as an offering to a deity (ruler or god)
cacao- Seeds that the Maya used to make chocolate.
cenote- sinkhole or pit filled with water, cenotes were sources of water for the Maya and were also used as places of sacrifice

Significant People



K'inich Janaab Pakal

K'inich Janaab Pakal is one of the most famous Maya rulers was **K'inich Janaab** Pakal, whom we know today as '**Pakal the Great**'. He was king of Palenque for 68 years, longer than any other ruler in the Ancient Maya world!