





Knowledge and Concepts Map for History

Year C	Maya 	Ancient Greece 	
Key Concepts	Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion.	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).	
Key Vocabulary	Cacao beans, civilisation, codices, drought, jaguar, maize, scribes.	Ancient, city state, civilisation, democracy, empire, legacies, myth.	
Sticky Knowledge	<ul style="list-style-type: none"> - The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. - The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. - The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld. - The Maya built cities, pyramids and ornate sculptures in the rainforest. - The Maya people mainly ate maize or 	<ul style="list-style-type: none"> - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in 	



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	<p>corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.</p> <ul style="list-style-type: none"> - The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century. 	<p>Ancient Greece. The idea for the marathon also originates from this time.</p> <ul style="list-style-type: none"> - The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. - There are lots of myths that originate from this time, including the Trojan War. 	
<p>Historical Skills</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p>	



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		<ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. 	
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed 	



	<p>sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; 	<p>sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed – discussions, debates and more detailed written narratives; 	
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		<ul style="list-style-type: none">- plan and present a self-directed project or research about the studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- start to recognise that some concepts, such as technology, will be different across different periods of history;- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	
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