gorsehall2

History

Year 6 - I can assessment statements

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|  | **Knowledge** | **Skills** |
| **Mayan**  **civilization c. AD**  **900** | • Know when and where the Maya lived and the type of environment they lived in.  • Know about the Maya writing system and its uses.  Understand what Maya hieroglyphs tell us about Maya culture and society.  • Understand and be able to use the Maya calendar round and Long Count Calendar system.  • Understand how and what the Maya traded.  • Understand the Maya number system and make comparisons to our own.  • Understand the difficulties faced by archaeologists when making conclusions about the past using only material remains.  I can tell you where Mesoamerica is and name modern day countries from that area.  I can tell you when Ancient Maya was conquered by the Spanish.  I can explain what Maya hieroglyphs are.  I can explain the Maya number system and compare it to our own number system.  I can give you examples of things that the Maya traded and how they traded.  I can tell you about the Maya social hierarchy.  I can tell you how Maya religion tells us something about their beliefs.  I can explain the difficulties faced by archaeologists when making conclusions about the past using only material remains.  I can give you examples of how Maya Civilisation is the similar or different to another ancient civilisation. | * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing 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. * They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * They should construct informed responses that involve thoughtful selection and organisation of relevant * Historical information. * They should understand how our knowledge of the past is constructed from a range of sources.   I can place different civilisations studied in chronological order.  I can use maps and photos to find out what Manchester was like during the Industrial Revolution.  I can compare and contrast different periods in history.  I can use a wide range of terminology.  I can explain how we know about periods in history and how reliable these sources are.  I can ask questions and follow lines of enquires, |
| **Local History**  **Study** | • Understand how the local area has changed or remained the same.  • Understand how the lives of local people have changed over time.  • Use primary source materials, maps and photos to find evidence of the past.  • Use oral history accounts to find out about the local area in the past.  I can explain how the Manchester area has changed since the Industrial Revolution.  I can describe how Manchester’s industries have changed over time.  I can name key events in Manchester history and explain the impact upon the local cotton industry.  I can say how people in Manchester were affected by the Industrial Revolution.    I can explain what oral history accounts tell us about the local area and say how reliable they could be.  I can say why the Industrial Revolution is important for us today. |