

Subject: History Year 5

What are the aims and intentions:

That all the children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
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Links to previous Learning: History skills development

- Develop an awareness of the past using common words and phrases relating to the past.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Chim Chimney!	<p>A study of an aspect of history or a site dating from a period beyond 1066</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>To know and sequence key events To make comparisons between different times in the past Use primary and secondary sources To gather evidence to build a picture of the past</p>	<ul style="list-style-type: none"> •Can you explain who Queen Victoria was? •Why did she only wear black? •What did Victorian’s wear? •How are Victorian schools different to modern schools? •How did Lord Shaftesbury improve education?

		<p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p>		<ul style="list-style-type: none"> •How did the Industrial Revolution change lives of the Victorians?
	Key Vocabulary	Queen Victoria, Prince Albert, Lord Shaftesbury, monarch, workhouse, Industrial Revolution, shilling, orphan, rich, poor, education.		
		Cultural Capital: Beamish trip. To explore the history of Education how it has changed for the better.		
Spring	World War II	<p>A significant turning point in British history</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p>	<p>To know and sequence key events To make comparisons between different times in the past Use primary and secondary sources To gather evidence to build a picture of the past</p>	<ul style="list-style-type: none"> •Can you explain why World War II began and place it on a timeline? •How were peoples diets affected by the war? •What is rationing? •What role did women play during the war? •What was the Holocaust?

	Key Vocabulary	Air raid, shelter, allies, axis, blackout, blitz, British empire, civilians, defence, concentration camp, D day, evacuee, forces, Anne Frank, gas mask, Gramophone, holocaust, invade, Jews, liberate, navel, rationing, refugee,		
		Cultural Capital: Remembrance day, to visit a local remembrance memorial.		
Summer	Marvellous Mayans	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p>	<p>To know and sequence key events To make comparisons between different times in the past Use primary and secondary sources To gather evidence to build a picture of the past</p>	<ul style="list-style-type: none"> •Who were the Mayans? •Where do they fall on a timeline? •Where did the Mayans live? •What are the religious beliefs of the Mayan people? •Can you explain the Mayan number system? •How can we use primary and secondary sources to learn about the Mayan civilisation? •Can you explain what the Mayan writing system consists of? •What food did the Mayan eat/grow?
	Key Vocabulary	Warrior, pyramids, calendar, astronomy, priest, codices, stela, jungle, food, chilli, cacao beans, king, monument, temple		

		Cultural Capital: Cooking for Mayan food.
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