




























Year 5 History Curriculum Overview



Historical skills used in Upper Key stage 2

	<p>Explain what has been found out</p>		<p>Ask and answer questions</p>
	<p>Carry out Historical enquiry</p>		<p>Sequence events chronologically</p>
	<p>Group, sort, compare and contrast sources</p>		<p>The facts I need to know (Substantive knowledge)</p>
	<p>Recognise and use primary and secondary sources (Primary photos, picture, diaries. Secondary websites, textbooks)</p>		<p>Upper Key stage 2 History skills</p>

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.</p>		
<p>Viking and Anglo - Saxon struggle for Kingdom of England to the time of Edward the confessor Viking raids and invasions AD700- AD 1100</p>	<p>An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 Victorian Britain 1837-1901</p>	<p>A non-European society that provides contrast with British history Ancient Mayan in depth study 2600BC-AD1500</p>
<p>Previous learning: Anglo Saxons (year 4)</p> <p>Historical skills: All historical skills used</p>	<p>Previous learning: Mining industry (year 4)</p> <p>Historical skills: All historical skills used</p>	<p>Previous learning: Ancient Egyptian civilisation (year 3) (First order concept Monarchy and civilisations)</p> <p>Historical skills: All historical skills used</p>
<p>Topic key questions</p> <p>Immersion lesson - </p> <p>What prior knowledge do we have about the Vikings? Record as a class. Show children artefacts. Generate questions we want to find out. Show them some statements - try and false to use as a discussion point and rest prior knowledge. Time line of when this happened</p> <p>Is the perception we have of the Vikings as warrior's, correct? </p> <p>(Activity Start with picture of Vikings at war. Children to record what they see- what image this gives us. Consider perception compare with three paintings - farming, family life, market & artefacts)</p> <p>By what means did the Vikings try to overtake the country and how close did they get? </p> <p>(Activity Living graph to show highs and lows of the invasion. Record around map where they travelled from and why)</p>	<p>Topic key questions</p> <p>Immersion lesson - </p> <p>Who is Queen Victoria? When did she reign, what is significant about her and how compares with today's monarchy - look at family tree. Show photos of Britain as she came into rule.</p> <p>Why is this era called the 'Victorian era'? </p> <p>(Activity artefacts to generate questions about era. Compare paintings of the rich and poor annotate observations)</p> <p>What were the main changes that took place? </p> <p>(Activity Starter spot the difference feedback. Main activity watch the video. What were the positives/negatives the industrial revolution? Feedback to each other. Record in books</p> <p>What were the effects of changes in industry? </p> <p>(Activity look at various sources. Record the change and what source shows this)</p>	<p>Topic key questions</p> <p>Immersion lesson - </p> <p>Who were the Mayans? What is the time period for the Mayan? Compare with other Ancient civilisations - Greece/ Egypt. Study maps of the Mayan territory. Look at artefacts and generate questions we want to know.</p> <p>Why do you think we study the Mayan civilisation? </p> <p>(Activity using the gallery of clues/artefacts children draw own conclusions of why we study the Mayans - what is their legacy?)</p> <p>Given the jungle terrain, how did the Mayan's stay so strong? </p> <p>(Activity context maps of terrain. Give children 4 reasons why. Discussion. Create a diamond with the most important reason at top and least at bottom. This is decided by the children's discussions)</p>

<p>What do the sources tell me about the Viking way of life? </p> <p>(Activity various sources around the room, prove it statements matched to evidence)</p> <p>Why did the Vikings have such a bad reputation? </p> <p>(Activity Look at writings by monks and a Viking leader consider bias and reliability recording in books)</p> <p>How should we remember the Vikings? </p> <p>(Activity children to have statement cards, consider if this shows they were raiders or settlers. Discussion - what evidence have we already seen to support our theories. Create a zigzag book to show your conclusions)</p>	<p>Did the Education Act of 1870 change children's lives? </p> <p>(Activity changes in education, governess', ragged schools, 2 hours a day education, compulsory paid, free education. Record on paper doll chain)</p> <p>What was the impact of transport during this time? </p> <p>(Activity children sort the pros and cons of the railway. Role play debate)</p> <p>Was the Victorian age really a golden era? </p> <p>(Activity children to consider our learning what was good/bad about changes. Draw conclusions and record)</p>	<p>What was life like at the height of the Mayan civilisation? </p> <p>(Activity using the PPT and tourist guide in K:drive, children write a tourist guide of the city. LA can record on iPad or annotate picture of city)</p> <p>How do we know what life was like 1,000 years ago? </p> <p>(Activity Introduce discovery of Pascal death mask. Give children unknown objects what can they see, think it is, what can it tell us?)</p> <p>If they were civilised, why did they believe in human sacrifice? (extra lesson) </p> <p>(Activity consider the evidence and reasons behind the sacrifices and draw conclusions)</p> <p>What lead to the downfall of the Mayan civilisation? </p> <p>(Activity children predict why. In groups consider the sources to gather evidence and put forward one reason based on the evidence. Children to record their argument)</p>
<p>Comparisons to then and now</p> <p>People still migrate to other countries for better opportunities Russia invaded Ukraine and Crimea Farming The continuation of trade and export routes</p>	<p>Comparison to then and now</p> <p>Queen Elizabeth is due to celebrate her Platinum Jubilee and will become the longest serving monarch, overtaking Victoria. Transport continues to advance - electric cars, high speed rail. air travel. The use of email has opened up communication, similar to the first stamp.</p>	<p>Comparison to then and now</p> <p>Use of astronomy Irrigation systems in farming To some degree various levels of society hierarchy Use of zero in our numbers NB In comparison with Anglo Saxon Britain, in the same period of time, the Mayans were at their height, the Mayans were considered far more advanced.</p>

School artefacts

Runes brooches ear pick
Fire starter bone cross necklace
Children's horse teether Horn cup pendent
Children's toy longboat bracelet
Penny x2 Longboat model wild boar tusk
necklace

School artefacts

Girls bonnet/ apron Bed warmer
Tongs Medicine bottles
Shuttle Butter pats
Photograph Bill Letters
Candle holder coin holder

School artefacts

Worry dolls beaded bag calendar Warrior
plaque zodiac Maize god Temple mask
xipe totee
King Pikal hand painted beads millipede
Life/death masks molinillo chocolate whisk

Ofsted latest guidance of learning

TOPIC: Substantive Knowledge or first order concepts (The substance of the topic, facts and context. The aspects of the topic you will teach) For example: people, events, ideas

Topic knowledge

Pupils need a rich knowledge of the period, place, society, (Who, where, when, what)

Chronological knowledge

Pupils need a secure overview of major developments and periods to contextualise their new learning. Children can see where events or features of a period 'fit in'.

In KS2 learn secure narrative across and within periods. (Use of timelines to discuss and compare)

Knowledge of substantive concepts

For example:

Monarchy, civilisation, parliament, democracy, tax,

TOPIC: Disciplinary knowledge or second order concepts (How historians learn about the past and form their arguments)

Cause and consequence How historians construct arguments about causes and consequences of events	Change and continuity How historians construct arguments about the nature, pace and extent of change in the past	Historical significance How historians attribute significance to past events, people, deeming them worthy of study and attention	Similarity and difference How historians construct arguments about the similarity and differences between places, people and groups in the past	Sources and evidence How historians use evidence to answer questions about the past	Interpretations How historians construct the accounts of the past, including how and why these can differ
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Key vocabulary for children

Invasion	To attack, to enter with the intent of taking over
Lindisfarne	Important island off the north coast where the monasteries where
Longboat	The type of ship the Vikings sailed
Raids	A surprise attack by a small group
Monks	A religious man who lives in the monastery
Runes	Runes are letters in the Viking alphabet
Trade	Buying and selling goods in exchange for other goods, money or services
Monastery	Buildings where monks live and worship. In the past had wealth and treasure
Reign	Chief of state or hold power The Vikings had kings for each area they ruled
Normans	Population who settled in Normandy (northern France)
Danelaw	Area of Britain controlled by the Vikings
Scandinavia	Area made up by Denmark, Norway and Sweden from where the Vikings came from
Settlement	A place where people decide to live
Norsemen	Name given to the Vikings

Key vocabulary for children

Victorians	People living under Queen Victoria's reign.
Compulsory education	Education that children must receive by law.
Industrial revolution	The era of rapid and great change in industry and manufacturing with the growth of factories, beginning in the late 1700's
Workhouse	A place where people without means of support were sent to live, they got food and a bed in return for work.
Reign	A period of time when the monarch rules.
Monarchy	A form of government with a king or queen at the head. A king or queen is the Head of State.
Reformer	A person who seeks change for the better, to help others.
Factory	Large building where goods are made.
Factory commission	A group of men who travelled from Britain to investigate the working conditions of children in factories and mines
Ragged schools	A school for poor children in the early 19th century
Prosperity	A time of success, wealth and riches

Key vocabulary for children

Hierarchy	A system in which members of a society are ranked according to relative status or authority
Priest	Held the regular rituals surrounding the temple possibly including sacrifice
Farmer	Irrigated fields and provided food for the city
Pharmacist	Provided natural medicines which kept the people very healthy.
Astronomy	Very accurate charts of the moon
Sculpture	Mainly of the human form
Architect	Stepped temples providing a route into religion
Number system	Developed independent of the Arabic system. More advanced and logical
Medicine	Many natural cures still used today

Keys dates and events

793	The first Viking attacks of Lindisfarne. They steal silver and gold and kill those who resisted. Later raided Iona and Jarrow
835	Raid on Sheppey. This was the start of 200 years of Viking raids
838	King of Wessex defeats the Vikings at Cornwall
865	Vikings launch a full-scale invasion to take over Britain
866-875	Vikings take Mercia, Northumberland, East Anglia and eventually Wessex. Vikings build settlements
878	Following a battle for Wessex, the country is divided. The Vikings rule Danelaw (north and east) Saxons rule south and west
886- 954	English kings often invade and regain land from Danelaw territories
937	King Athelstan, first true king of England, lead a victory over the Vikings and his land included Danelaw
937	Vikings still continued to raid England
1013-1042	England had four Viking kings during this period
1066	Final Viking raid. The English king, King Harold managed to defeat the Vikings after a long battle.

Keys dates and events

1837	Victoria becomes queen.
1840	First postage stamp. This made it easier to send post increasing prosperity. First Ragged school opens. Victoria marries Albert.
1841	Great Western Railway began. London to Bristol in 4 hours
1842	The Miners Act. Children under 10 had to stop working in mines.
1844	The Factory Act stopped 8-13 years working more than 61/2 hours a day.
1850	Workhouses opened.
1863	First London Underground train opens.
1864	The law bans boys, under 10, working as chimney sweeps.
1870	Schools opened for 6-10 year olds.
1876	Alexander Graham Bell invents the telephone.
1878	First public electricity in London.
1880	Education Act, compulsory education for 5-10 year olds. This had to be paid for.
1891	Free education for 5-13 year olds
1901	Queen Victoria dies. Edward VII becomes king.

Keys dates and events

(c. - circa approximately)

c. 2000BCE	The Mayan civilisation emerges in Central America
c. 100BCE	First city states appear and hierarchy emerges
c. 250CE	The 'classical' period begins, urbanisation begins -city states began to take over smaller neighbouring cities.
c. 300CE	Mayan settlements become centres for trade across the region. Goods such as stone and chocolate are traded with neighbouring city states.
c. 600CE	Mayan settlements support an increasing population, growing at a fast rate due to plentiful food supply.
c. 650CE	Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becoming an important centre.
c. 900CE	Mayan centres become less important, perhaps because of a widespread drought, but no clear reason has yet emerged.
1500CE	Ships with Spanish explorers arrive. They brought diseases with them which killed many Mayans.
1519CE	Hernan Cortes -A Spanish explorer. Conquered the Mayans and began to remove Mayan culture.

Cross curriculum links

Geography (locations/landscapes)

Music (through the ages)

Literacy (spoken word, writing)

Maths (concept of time)

PE dance through the ages Victorians