

Year 5 History Overview

History						
	Autumn		Spring		Summer	
Year 5	Horrible Histories! Uncovering fact from fiction				History of Fashion What, Why and When!	
	Term 1	Term 2-short unit	Term 1	Term 2	Term 1	Term 2
National Curriculum	Formulating lines of enquiry - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad 900; Maya civilization c. AD 900	Contrasting world history to British History/ to communicate historically through investigation and interpretation -Britain's settlement by Anglo-Saxons	What is the impact of the monarchy? a local history study + the changing power of monarchs Only Timeline		Analyse social factors affecting fashion and its evolution/ change over time evidenced on a timeline -changes in an aspect of social history, such as leisure and entertainment in the 20th Century	
knowledge	-how civilizations evolved - what made them civilized? Some of the key features of the Maya -why the Maya built the stepped pyramids and how	-the development on both settlements and farming through the Stone/Bronze and Iron ages	-the monarchs of Britain and their social/cultural influence on Britain(Plantagenets / Tudors to Stuarts) -William the Conqueror (Norman) -Monarch from Plantagenets -Richard 11 -Henry VIII-protestants/Catholics change and his six wives -Elizabeth 1 -Mary 1 -James I Stuarts Era -Victoria -Queen Elizabeth II		-how the world war II affected women's clothing -the social factors that influenced trends	
skills	-identify and examine artefacts that provide evidence of advancement(cultural/social) of a civilization; Maya period - place both the Maya and on a time-line (identify where in the modern world) -recognise key engineering/building achievements of Maya	-provide a hypothesis on the impact of tools and weapons during the 3 ages above	-describe the process in discovering Richard III / discuss the relevance of the Battle of Bosworth.		-recognise the role of women in the war effort; addressing austerity, employment and their future role in society -identify key factors of the 60s;music, attitudes, politics, TV etc. that impacted on fashion -discuss and explain how employment and labour is more readily available in developing countries (+ or -)	
Discipline Focus	Technological Advancement Change and Continuity Similarity and Difference Use multiple sources to provide evidence for the past (Discuss best source) Use clues to hypothesise about artefacts.	Invasion TA Empire change and continuity Investigate similarities and differences between 3 ages Suggest evidence sources that demonstrate how technology developed.	Cultural change / Empire / Invasion Historical significance Explain the significance of Richard III and war of the roses. Use a wide range of evidence to justify claim about the past		Cultural change / Revolution and change/ Change and continuity / cause and consequence. Similarities and differences pre/post war. Describe social and cultural diversity.	

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Subject Builder	Name 2 of the civilizations during the Mesopotamia period. Why did the Mayans build the stepped pyramid Kukuclan? What does colony mean? Why was Bagh dad built near a river?	The Bronze age comes In the Bronze age people used bronze to make What is the main change from Stone age and age of metal?	Who was Queen Elizabeth 1? In which order, did the following monarchs reign? King Richard 111, William the Conqueror, Henry V111 Which king (of Scotland and England) was famously plotted against in 1605. Who were the Plantangents?		In the 60s and 70s women fought for? Throughout these decades people were finding new ways of expressing themselves through? What is immigration?	
	Technological Advancement	Invasion	Technological Advancement	Invasion	Technological Advancement	Invasion
Key Concepts	Empire	Exploration	Empire	Exploration	Empire	Exploration
	Revolution and Change	Cultural Change	Revolution and Change	Cultural Change	Revolution and Change	Cultural Change
Second order Concepts	1. cause and consequence 2. change and continuity 3.similarity and difference 4. historical significance		1. cause and consequence 2. change and continuity 3.similarity and difference 4. historical significance		1. cause and consequence 2. change and continuity 3.similarity and difference 4. historical significance	
Progression		Year 4		Year 5		
	Chronology	I can place events from period studied on a time line I can use terms related to the period and begin to date events I can understand more complex terms e.g. BC/AD		I can place current study on time line in relation to other studies I know and sequence key events of time studied I can use relevant terms and periods labels I can relate current studies to previous studies I can make comparisons between different times in history		
	Knowledge	I can use evidence to reconstruct life in time studied I can identify key features and events I can look for links and effects in time studied I can offer a reasonable explanation for some events I can develop a broad understanding of ancient civilisations		I can study different aspects of life of different people – differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period I can study an ancient civilization in detail		
	Interpretation	I can look at the evidence available I can begin to evaluate the usefulness of different sources I can use text books and historical knowledge		I can compare accounts of events from different sources. Fact or fiction I can offer some reasons for different versions of events		
	Enquiry	I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can ask a variety of questions I can use the library, e-learning for research		I can to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can select relevant sections of information I am confident in using the library and e-learning for research		
	Organisation and Communication	I can select data and organise it into a data file to answer historical questions I know the period in which the study is set I can display findings in a variety of ways I can work independently and in groups to discuss and record historical information		I can fit events into a display, sorted by theme or time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms I can work independently and in groups to discuss and record historical information, showing initiative		

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<p>Key Vocabulary</p>	<p>The Maya: Archaeology, civilisation, sacrifice, hierarchy, agriculture, astronomy, codex/codices, pagan, scribe and myth, temple, jaguar</p>	<p>BC, AD, Palaeolithic, Mesolithic, Neolithic, flint, artefact, Ice Age, hunter-gatherer and settlement. Archer, tribe, wattle and daub, roundhouse, hill fort, agriculture, archaeologist and monument.</p>	<p>line of succession, monarch, reign, descendant, House of Tudor, Plantagenet, archaeologist, evidence</p>		<p>empowerment, equality, commonwealth, legacy, decade, century, chronology, artefacts, Era, continuity and change, timeline, period</p>	
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