

<b>History</b> <b>Year 5</b> <b>Autumn 1</b>  <b>The Monarchy</b> <b>Topic Key Question: Is the Monarchy still as important and powerful in today's society?</b>	
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>The changing power of monarchs using case studies such as John, Anne and Victoria</li> </ul>
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>What the monarchy is</li> <li>The names and roles of some key Kings and Queens in history.</li> <li>An understanding of the Royal family in today's society.</li> <li>What parliament is and the basic structure.</li> </ul>
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>Monarchy</li> <li>Changing powers</li> <li>Politics</li> <li>Chronology</li> <li>Succession</li> <li>Law</li> </ul>
<b>Inspirational Start:</b> Creating a human timeline of Kings and Queens Horrible Histories introduction song	<b>Learning in this topic:</b> <b>Knowledge of Chronology</b> <ul style="list-style-type: none"> <li>The children will gain knowledge of Kings and Queens since 1066 - ordering a timeline of the Kings and Queens from 1066 till the present day. Look at where King John, King Charles I, William and Mary and Queen Elizabeth fall within the timeline (e.g. how many years are they apart? What <b>Royal Houses</b> were they part of?).</li> <li>They will explore the key events in British history that have affected the changing power of the monarchy and have impacted on the powers that the monarchy hold today. The chronological change from the <b>Divine Right of Kings</b> to a <b>Constitutional Monarchy</b>. Key events to be studied in chronological order:</li> <li>The children will learn about:               <ul style="list-style-type: none"> <li><b>King John</b> (1166 -1216) - How he ruled under the <b>feudal system</b>. Events and decisions that lead to the Magna Carta. How the Magna Carta was introduced as a <b>charter of rights</b> agreed to by King John. The impact the Magna Carta had on society at the time but also how it continues to impact the monarchy's power today - what agreements are still in place? How this lead to the formation of <b>parliament</b>.</li> <li><b>King Charles I</b> -Charles' belief in the <b>Divine Right of Kings</b>. The events leading up to and the impact that the '<b>Eleven Years Tyranny</b>' had. How the <b>Grand Remonstrance</b> was rejected by Charles and the impact this had on the balance of power between king and Parliament and how it eventually led to the <b>Civil War</b>. The start of the Civil War - who was to blame? The decision that Charles was to be <b>executed</b> - should he have been executed? The impact Charles' execution had on the family tree - the time under <b>Protectorate</b> and when Protectorate collapsed, how Charles' son Charles II became king (<b>restoration</b>). The consequences of Charles' actions, the Civil War and the Restoration and how the balance between parliament and monarchy remained unsettled even after Charles' death.</li> <li><b>Queen Elizabeth II</b> - The roles and power of the monarchy today - the role as head of state. The continuation of a constitutional monarchy. The structure and role of parliament today.</li> </ul> </li> </ul> <b>Knowledge of Historical Terminology</b> Monarchy, reign, heir, throne, government, taxes, revolt, rebellion, parliament, puritans, Cavaliers, Roundheads, Protector, Protectorate. <b>Knowledge of Historical Enquiry: using evidence and communicating ideas</b> <ul style="list-style-type: none"> <li>They will consider how we know about the past - explore primary (paintings of the kings/queens, inheritance tax documents, land registrations, Matthew Paris" journals, letters) and secondary sources to explain what information they tell us.</li> <li>The children will select and combine information from more than one source (primary and secondary) to form judgements and take part in debates around key questions e.g. Should Charles I have been executed? Who was to blame for the start of the Civil War?</li> </ul> <b>Knowledge of Interpretations of History</b> <ul style="list-style-type: none"> <li>The children will compare primary sources to make a reasoned judgement about the validity of the different representations of the past -consider bias, loyalty, pressure, status.</li> <li>They will identify and evaluate the usefulness of different sources - what do they help us to understand? What are the limitations?</li> <li>They will consider key historical events such as the Magna Carta, Charles I execution and the Bill of Rights from different viewpoints - from the view of the church, from the view of nobles and from the view of the poor and rich.</li> </ul> <b>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events</b> <ul style="list-style-type: none"> <li>The children will consider:               <ul style="list-style-type: none"> <li>How the actions of historical Kings and Queens have changed the course of history and the balance of power.</li> <li>How the balance between the monarchy and parliament has changed and what the balance is now - from an Absolute monarchy to a Constitutional monarchy.</li> <li>The similarities and differences between how Kings and Queens have ruled - a comparison of those Kings that believed in the Divine Right of Kings to those that believed in a Constitutional monarch. How similar actions of overruling parliament ended in similar consequences.</li> </ul> </li> <li>Similarities and differences in the structure of parliament.</li> </ul>
<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</li> <li>Interpret and evaluate a key historical event from more than one perspective or view point.</li> <li>Select, combine and present information from more than one source.</li> <li>Compare and contrast features of historical periods identifying similarities and differences.</li> <li>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</li> <li>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</li> <li>Talk about why some written sources may give a negative view or account.</li> </ul>
<b>Direct links to made other subjects:</b>	<ul style="list-style-type: none"> <li>Maths - ordering dates in chronological order</li> <li>Art - Please see art subject overview plan</li> <li>English - letter writing/ newspaper writing/ debating</li> </ul>
<b>Mid-way Milestone:</b> Debate - Should Parliament or the monarchy have power over the country? Should King Charles I be executed?	<b>Extraordinary End:</b> A work showcase that demonstrates that changing power of the Monarchy - classes and parents to be invited. (This may include examples of art work, topic books on display, video or PowerPoint/ presentations by the children)

<b>History</b> <b>Year 5</b> <b>Spring 2</b>  <b>Anglo-Saxons</b> <b>Topic Key Question: Were the Anglo-Saxons the ruin of Britain?</b>		<b>Learning in this topic:</b> <u>Knowledge of Chronology</u> <ul style="list-style-type: none"> <li>The children will study the timeline of <b>Roman withdrawal</b> from Britain (and the fall of the western Roman Empire) to the invasion of Anglo-Saxons - <b>410-1066AD</b></li> <li>They will place the Romans, Anglo-Saxons and Vikings on a timeline - compare time frames and cross over periods.</li> <li>They will use timelines to look at the development of Anglo -Saxons (410 - Romans Leave England and England shores are unprotected, 449 - Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany, 450 - Saxons, from Germany, settle in Kent, 556 - Seven kingdoms are created across Britain)</li> </ul>			
<b>NC objectives covered:</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul> <b>Non-statutory links</b> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> </ul>	<u>Knowledge of Historical Terminology</u> General: Invaded, settle, settlements, tribe, warrior, raided, conquered, kingdoms, excavated Specific: <b>Angles, Saxons, Jutes</b> (the Kentings), chieftains (leader of a village), long ships, oar, burh (town). Also see attached Anglo-Saxon word bank  <u>Knowledge of Historical Enquiry: using evidence and communicating ideas</u> <ul style="list-style-type: none"> <li>The children will consider how we know about the past - explore <b>primary</b> (artefacts from burials, the ship found at <b>Sutton Hoo, the Staffordshire Hoard</b>) and <b>secondary</b> sources to explain what information they tell us.</li> <li>They will select and combine information from more than one source (primary and secondary) to form judgements about the way Anglo- Saxons lived (E.g. Anglo-Saxons were often buried with their possessions. The objects we have found in graves have provided us with evidence of the different jobs done by men and women and the skills they had)</li> </ul>				
<b>Prior Knowledge needed:</b> <ul style="list-style-type: none"> <li>Knowledge of the Roman Empire and the impact on Britain.</li> <li>What England was like before the Anglo-Saxons invaded.</li> <li>The timeline of Roman invasion and when/why they left Britain.</li> </ul>	<u>Knowledge of Interpretations of History</u> <ul style="list-style-type: none"> <li>The children will compare primary sources to make a reasoned judgement about the validity of the different representations of the past - recognising not many records were kept at that time.</li> <li>They will identify and evaluate the usefulness of different sources - what do they help us to understand? What are the limitations?</li> </ul> <u>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events</u> <ul style="list-style-type: none"> <li>The children will explore the cause and effect of the Romans leaving Britain (The first Anglo-Saxons invasions were beaten back by the <b>Romans</b>. At the beginning of the fifth century, the Romans left Britain. They had not trained the British to defend themselves and so the next time the Saxons tried to invade Britain they succeeded.)</li> <li>They will identify the similarities and differences between Roman empires and Anglo-Saxon tribes.</li> <li>They will discover elements of Anglo-Saxon settlements that still exist today - e.g. towns, town names.</li> <li>The children will learn about the end of the Anglo-Saxons and beginning of the Vikings - <b>King Harold</b> (who died during the battle of Hastings) was the last Anglo-Saxon. <b>William from Normandy</b> (France) became the new King and replaced all the Anglo Saxon lords with <b>Norman</b> ones and so brought Anglo Saxon times to an end.</li> </ul>				
<b>Curriculum Concepts and Themes:</b> <ul style="list-style-type: none"> <li>Invasion</li> <li>Settlements</li> <li>Land use</li> <li>Daily life</li> <li>Impact on Britain today</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>Recognise some of the strengths and limitations in terms of archaeological evidence.</li> <li>Select, combine and present information from more than one source.</li> <li>Compare and contrast features of historical periods identifying similarities and differences.</li> <li>Describe and analyse the impact of change within and between periods in the past.</li> <li>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</li> <li>Compare and contrast the distinctive features of past societies.</li> <li>Describe and make links between a range of past societies.</li> <li>Analyse and give reasons for the characteristics of a range of significant groups from the past.</li> <li>Make a reasoned judgement about the validity of the different representations of the past.</li> <li>Talk about why some written sources may give a negative view or account.</li> </ul>	<b>Direct links to made other subjects:</b> <ul style="list-style-type: none"> <li>DT - textiles</li> <li>English - diary entries</li> </ul>			
<b>Inspirational Start:</b> The children will take part in an Anglo-Saxon experience day arranged by an outside company to learn about who the Anglo-Saxons were.	<b>Mid-way Milestone:</b> Children will become detectives for the day when they investigate the discovery of the Sutton Hoo grave!	<b>Extraordinary End:</b> Weaving project day - the children are to use natural resources to dye, spin and weave their own project.			

<b>History</b> <b>Year 5</b> <b>Summer 1</b>  <b>Ancient Greece</b> <b>Topic Key Question: Do you agree that the Ancient Greeks were the most influential civilisation?</b>		<b>Learning in this topic:</b> <u>Knowledge of Chronology</u> <ul style="list-style-type: none"> <li>Order the timeline of civilisations of the <b>Romans, Egyptians, Aztecs</b> and <b>Anglo Saxons</b>.</li> <li>Learn about how the civilisations have developed by comparing the features of each one. E.g. <b>structure of society, religion, laws, food and land use and culture</b>.</li> <li>Understand the chronology of the <b>Ancient Greeks</b> and key dates such as how the civilisation developed between 2200BC and 1450B</li> </ul> <u>Knowledge of Historical Terminology</u> <b>Civilisation, democracy, City-state, Tyrant, Polis, Strategos, Hoplites, Oligarchy, Olympics, Titans, Olympians, Mythology, Philosophy, Architecture</b>			
<b>NC objectives covered:</b> <ul style="list-style-type: none"> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</li> <li>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>					
<b>Prior Knowledge needed:</b> <ul style="list-style-type: none"> <li>What a civilisation is.</li> <li>Where Greece is located.</li> <li>Knowledge of other civilisations to compare - Romans, Egyptians, Aztecs.</li> <li>A basic timeline of historical civilisations.</li> </ul>	<u>Knowledge of Historical Enquiry: using evidence and communicating ideas</u> <ul style="list-style-type: none"> <li>To use Greek artwork to make judgements about life in Ancient Greece - what can we learn from these artefacts? The children are to consider the strengths and limitations of these sources.</li> <li>Children are to use a variety of sources to devise questions and establish answers about daily life, culture, farming and land use, significant events and religion.</li> </ul> <u>Knowledge of Interpretations of History</u> <ul style="list-style-type: none"> <li>Identifying why Ancient Greece was such a successful civilisation and how its achievements are still recognised and seen today.</li> <li>Explore inventions and discoveries such as: the starts of the <b>Olympic Games</b>, the invention of the <b>alphabet</b>, the idea of <b>democracy</b> and <b>inventions</b> such as the <b>water wheel, water clock and Archimedes screw</b> and famous people associated with these inventions such as <b>Archimedes of Syracuse</b>.</li> <li>When studying the concept of democracy, they will learn that ostracism literally means 'judgement by shards' because shards of pottery, the cheapest writing material, were used for the voting and that once a year, the popular assembly would take a vote to decide whether ostracism was to be held that year.</li> <li>Consider the role and impact that <b>Gods and Goddesses</b> had on the lives of the <b>Ancient Greeks</b> - what they believed about each one, how they worshipped them, how they believed that they had control over their lives and the environment and the <b>myths</b> they told about each one.</li> <li>Understand how Greece was ruled and the impact this has on today's society and the differences between how <b>Athens</b> and <b>Sparta</b> were ruled focusing on the differences between life in the two <b>city-states</b>. They will study the Battle of Marathon and evaluate what would have happened if the battle had ended differently.</li> </ul> <u>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events</u> <ul style="list-style-type: none"> <li>Similarities and differences between different civilisations such as the <b>Romans, Egyptians, Aztecs and Anglo Saxons</b> and evaluate how successful the civilisations were.</li> <li>How the <b>Ancient Greeks</b> have influenced society today and the impact they have compared to other societies.</li> </ul>				
<b>Curriculum Concepts and Themes:</b> <ul style="list-style-type: none"> <li>Chronology</li> <li>Civilisation</li> <li>Inventions</li> <li>Culture</li> <li>Religion</li> <li>Democracy</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>Describe and analyse the impact of change within and between periods in the past.</li> <li>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</li> <li>Describe features of past events and make links between them.</li> <li>Describe and give reasons for the beliefs held by different societies in the past.</li> <li>Support evaluations with a range of evidence from a range of sources.</li> <li>Make a reasoned judgement about the validity of the different representations of the past.</li> <li>Select, combine and present information from more than one source.</li> </ul>	<b>Direct links to made other subjects:</b> <ul style="list-style-type: none"> <li>English - Study of Greek mythology</li> <li>PE - Sports developed from Ancient Greek Olympics.</li> <li>Art - See art overview</li> </ul>			
<b>Inspirational Start:</b> Kahoot quiz using the ipads to determine prior knowledge.		<b>Mid-way Milestone:</b> To host an Ancient Greeks Olympic games - Children will take part in Ancient Greek traditional sports e.g. shot put, javelin, long jump, running etc. They will take part in traditional game ceremonies e.g. offering of the wine to Zeus.		<b>Extraordinary End:</b> Ancient Greek art day - Children will design and make Greek pottery and Mosaics.	