



# Year 5: History



## Autumn Term – Mayans

### Enquiry: *Why did the ancient Maya change their way of life?*

| Overview of unit:   | Substantive Knowledge:  | Disciplinary Knowledge:  |
|---|---|--|
| <p>Pupils should be taught about a non-European society that provides contrast with British history. Through this unit, our Year 5 historians will be able to locate countries and cities of modern-day central America belonging to the modern Maya people. They will learn about the ancient Maya and their achievements, focus on social and religious aspects of their lives and discover how they farmed using mountain terraces. As an important contrast with British history, they will compare how the life of the Maya compared with that of the Anglo Saxons living in Britain at the same time.</p> | <ul style="list-style-type: none"> <li>➤ The location of the countries and cities of the modern-day region of Central America</li> <li>➤ The way of life of modern Maya people of Central America</li> <li>➤ The natural features of the environment and climate of Central America</li> <li>➤ Who the ancient Maya were and some of their achievements</li> <li>➤ The features and purpose of the structures of the ruined Maya city of Chichen Itza</li> <li>➤ The purpose of a range of ancient Maya artefacts from the city</li> <li>➤ The social and religious importance of the ball game pok-a-tok</li> <li>➤ How the ancient Maya farmed using mountain terraces</li> <li>➤ The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> <li>➤ How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul> | <p><b>Synthesise</b><br/>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p><b>Explain</b><br/>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Empathise</b><br/>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p><b>Informed conclusion</b><br/>A knowledgeable summing up of the main points or issues about something.</p> <p><b>Reasoned judgement</b><br/>A personal view or opinion about something supported by factual evidence.</p> <p><b>Justify</b><br/>Give reasons to show or prove what you feel to be right or reasonable.</p> <p><b>Apply</b><br/>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p><b>Evaluate</b><br/>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p><b>Critique</b><br/>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p><b>Hypothesise</b><br/>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p> |

Sequence:

Our Year 5 historians will already know about life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisation. They will have a solid understanding of how and why empires and civilisations, such as the Roman Empire, expanded and declined over time

## Spring Term – The Battle of Britain

| Overview of unit:   | Substantive Knowledge:  | Disciplinary Knowledge:  |
|---|---|--|
| <p>Pupils should be taught about an aspect of British history that extends their chronological knowledge beyond 1066. During this unit, our year 5 historians will know why Adolf Hitler came to power and why Britain entered into the resulting war. They will understand about the threat of invasion and the strength of the Royal Air Force. Through the use of photographs, maps, films, books, speeches, military and government orders and data, the children will understand the significance of this victory in terms of the final outcome of the Second World War.</p> | <ul style="list-style-type: none"><li>➤ Why Adolf Hitler came to power in Nazi Germany</li><li>➤ Why Britain entered into war with Nazi Germany in 1939</li><li>➤ Which countries were allies of Britain in the war</li><li>➤ Why Nazi Germany invaded and occupied most of Western Europe by 1940</li><li>➤ Why Britain faced the threat of invasion by Nazi Germany in 1940</li><li>➤ Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li><li>➤ The main events of the Battle of Britain</li><li>➤ How and why Britain defeated Nazi Germany in the Battle of Britain</li><li>➤ The significance of this victory in terms of the final outcome of the Second World War</li></ul> | <p><b>Synthesise</b><br/>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p><b>Explain</b><br/>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Empathise</b><br/>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p><b>Informed conclusion</b><br/>A knowledgeable summing up of the main points or issues about something.</p> <p><b>Reasoned judgement</b><br/>A personal view or opinion about something supported by factual evidence.</p> <p><b>Justify</b><br/>Give reasons to show or prove what you feel to be right or reasonable.</p> <p><b>Apply</b><br/>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p><b>Evaluate</b><br/>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p><b>Critique</b><br/>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p><b>Hypothesise</b><br/>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p> |

Sequence

Through studying the Romans, Anglo Saxons and Vikings, the children will have a good understanding of the most common reasons why tribes, kingdoms, nations and empires invade the territory of other people. They will know that invasions and wars are always almost about gaining control of land and natural resources.

**Summer Term – The Victorians**

**Enquiry: *Why is Anthony considered a great Victorian?***

| Overview of unit:  | Substantive Knowledge:   | Disciplinary Knowledge:   |
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| <p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. As historians, our Year 5 pupils will learn when the Victorian era and Industrial Revolution was and how it changed the lives of Victorians. Using historic maps, historic and modern terrestrial photographs, manuscripts and diaries, factory and newspaper reports, pamphlets and speeches, the children will begin to understand about the British Empire and why Britain became so powerful. They will know about the hardships of the Victorian age and why social reform became so important during this era.</p> | <ul style="list-style-type: none"> <li>➤ When the Victorian era and Industrial Revolution was.</li> <li>➤ The impact of the steam engine during the Industrial Revolution.</li> <li>➤ Important ways the Industrial Revolution changed the lives of Victorians.</li> <li>➤ Why Britain was called the 'workshop of the world' in Victorian times.</li> <li>➤ What the British Empire was and what it meant for a place to be a British colony.</li> <li>➤ What trade involved in Britain during the Industrial Revolution.</li> <li>➤ Why this trading made Britain very wealthy and powerful.</li> <li>➤ Why many children worked in mines and factories in Victorian times.</li> <li>➤ The living and working conditions that these children endured.</li> <li>➤ What a social reformer was and did in Victorian times.</li> <li>➤ The achievements of the Earl Shaftesbury as a social reformer.</li> </ul> | <p><b>Synthesise</b><br/>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p><b>Explain</b><br/>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Empathise</b><br/>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p><b>Informed conclusion</b><br/>A knowledgeable summing up of the main points or issues about something.</p> <p><b>Reasoned judgement</b><br/>A personal view or opinion about something supported by factual evidence.</p> <p><b>Justify</b><br/>Give reasons to show or prove what you feel to be right or reasonable.</p> <p><b>Apply</b><br/>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p><b>Evaluate</b><br/>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p><b>Critique</b><br/>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p><b>Hypothesise</b></p> |

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|  |  | Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth. |
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Sequence:

In Key Stage 1, the children have learned about people locally and nationally who are remembered and commemorated for significant things they did in the past. They have studied civilisations and learned about important inventions and discoveries that have occurred. The children have looked at why trade has played a significant part in earlier civilisations. They have also considered some of the positive and negative effects of the Romans on Britain when it was part of the Roman Empire.