





Year 5 History Curriculum

	<h2>Autumn</h2>
	<h2>Spring 1</h2>
Project	Britain's Settlement by Anglo-Saxons and Scots
Historical Concepts	<p>Explore trends, looking at continuity/change and similarity/ difference/significance in the AS period. How people's lives changed and relating to how they would feel if it happened now.</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious in context of AS</i></p> <p>Gain historical perspective by making connections between local , national and international history, what was AS times like on a local scale ?</p> <p>Extend chronological understanding</p> <p>Understand the place of all Year 5 topics in relation to the other topics in school and in World History</p>
Stories & Sources	<p>Understand how knowledge of the past is constructed from a range of sources, from AS jewellery to burials and AS written sources .</p> <p>Understand how evidence is used rigorously to make historical claims, were the Vikings really that great ?,</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda - Vikings being unsophisticated. ?</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information and though research topics.</p>
Historical Questions	<p>Address and devise a wide range of historically-valid questions about change and cause.</p> <p>Why did the Anglo Saxons and Jutes come to the BI ?</p> <p>Pupils list their own more complex and nuanced questions at the start of modules and research in and out of school using books and internet sources of reputable sources to answer them.</p> <p>All lessons titles are historically valid questions.</p>
Historical Vocabulary	<p>alphabet, agriculture, Anglo-Saxons, archaeology, armour, artefact, art, battle, Beowulf, belief, blacksmith, boat, brooch, Britain, building, carpenter, change, chief, children, Christian, chronology, church, clothing, coin, community, communication, continuity, crops, culture, daily life, defence, education, evidence, excavation, family, farming, farming tools, fight, food, government, gods, goddesses, hall, harvest, helmet, heritage, historian, home, house, invasion, jewellery, journey, justice, king, kingdom, Kent, land, language, law, leader, learning, legacy, legend, livestock, map, manuscript, market, materials, meeting, Mercia, migrate, migration, monastery, monk, myth, Northumbria, nun, Old English, pagan, past, place names, plough, present, queen, reconstruction, region, religion, river, runes, rule, scribe, Scots, sea, settlement, settlement pattern, settlers, shield, stone, story, sword, thatch, timeline, town, trade, tradition, transport, travel, tribe, village, village life, warrior, weapon, weaver, Wessex, witan, wood, work, worship, writing</p>
How the Units fit in	<p>Y5 Anglo Saxon Settlement, Y4 Local History</p>

Year 5 History Curriculum

	<h2>Spring 1</h2>
	<h2>Summer</h2>
Project	Ancient Greece
Historical Concepts	<p>Explore trends, looking at continuity/change and similarity/ difference/significance.</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious in context Athens and Sparta</i></p> <p>Gain historical perspective by making connections between local , national and international history,</p> <p>Extend chronological understanding</p> <p>Understand the place of all Year 5 topics in relation to the other topics in school and in World History</p>
Stories & Sources	<p>Understand how knowledge of the past is constructed from a range of sources, burials and Greek written sources . From Ancient Greek ruins and written sources,</p> <p>Understand how evidence is used rigorously to make historical claims, were the Athenians really that great ?, contrast with Xenophon’s Anabasis.</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda -in particular Where was it better to live, Athens or Sparta ?</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information and though research topics.</p>
Historical Questions	<p>Address and devise a wide range of historically-valid questions about change and cause. Why did the Persians really retreat after Salamis ?</p> <p>Pupils list their own more complex and nuanced questions at the start of modules and research in and out of school using books and internet sources of reputable sources to answer them.</p> <p>All lessons titles are historically valid questions.</p>
Historical Vocabulary	<p>A study of Greek Life and achievements and their own influence on western world.</p> <p>Acropolis, alphabet, amphitheatre, architecture, Aristotle, art, Athens, battle, belief, bronze, calendar, chariot, city-state, citizen, clothing, columns, competition, culture, democracy, discovery, economy, education, empire, exploration, festival, philosophy, god, goddess, government, Greece, Greek, hero, historian, history, hoplite, invention, justice, language, law, learning, legend, literature, marathon, market, mathematics, medicine, myth, mythology, navy, Olympia, Olympics, Parthenon, peace, Peloponnesian War, philosopher, Plato, poetry, politics, pottery, power, religion, ruler, sculpture, ship, slave, society, soldier, Sparta, sport, statue, storytelling, temple, theatre, trade, tradition, travel, , victory, war, weapon, wisdom, work, writing, Zeus and other god’s names</p>
How the Units fit in	<p>Y4 Maya , Y3 Ancient Egypt Y3 Roman Britain, Y3 Ancient Egypt</p>