

Year 5 History Curriculum

History Curriculum - Technical Information

	Early Years	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Main Period	In living memory	Local History Study	Significant local event	Significant National event	Local History Study	Stone Age to Iron Age	Ancient Greeks	Romans	Egyptians	Anglo-Saxons & Vikings	Local Study	Maya	Post-1066 Study
Enquiry Questions	<p>How have I changed since I was a baby?</p> <p>How have toys changed over time?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p>	<p>What was life like in Howdon/ Killingworth 100 years ago?</p> <p>How has transport evolved in recent times?</p> <p>(George Stephenson)</p>	<p>What impact did the Great Fire of Gateshead have on our locality?</p>	<p>What impact did the Great Fire of London have on the nation?</p>	<p>Why are castles so important to our heritage?</p>	<p>Which period of prehistory do you prefer?</p>	<p>How did the Ancient Greeks compare to early Britain?</p>	<p>What made the Romans crucial to Britain's culture today?</p>	<p>How significant was the River Nile to Ancient Egypt's survival?</p>	<p>Was the post Roman period of Britain a never ending fight for survival?</p> <p>Which industry has had the biggest impact on our local area?</p>	<p>How did the Mayan civilisation compare to Early Britain?</p>	<p>Was the effect of WW2 the most devastating disaster in British history?</p>	
Chronological Knowledge/ Understanding	<ul style="list-style-type: none"> - Develop an awareness of the past and present. - Use common words and phrases related to the passing of time. - An understanding why putting events in the correct sequence is important for explaining why events took place. - Begin to understand intervals 					<ul style="list-style-type: none"> - An understanding of the duration of British, Local and World History. - An understanding that some events will overlap (concurrency) - Increasingly more confident in using scaling to understand the passing of time for the period they are studying. - Be able to use a wider range of time terms securely 			<ul style="list-style-type: none"> - Able to compare and contrast between different periods - Continuity and change- what stayed the same over the period and what has changed - able to say why this is significant. - Be able to use a wider range of complex time terms securely 'last century', 'decade'. 				
Historical Enquiry / Skills	<ul style="list-style-type: none"> - Ask and answer questions. - Understand some ways we find out about the past. - Choose and use parts of stories and other sources to show understanding of key events. 					<ul style="list-style-type: none"> - Ask valid questions about cause and significance and same and difference. Understand cause and consequence. - What is the same and different between these periods and our world today? 			<ul style="list-style-type: none"> - Know about connections, contrasts and trends over time Make a reasoned justification using a range of sources to answer the enquiry question. - Suggest strategies to help them to answer enquiry questions. 				
Specific skills	<p>Extracting - is what children learn from a particular source.</p> <p>Evaluating - Is the source of information reliable and valid?</p>					<p>Interrogation - what else would the children like to find out?</p>							
Key Threads	Achievements (What is their legacy?)			Society		Settlements	Battles	Entertainment	Diet	Transport	Religion		

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What's the big picture?

In history in Year 5 children will make connections to their prior learning of the Romans (Y4). They will discover what happened in Britain when the Romans left and about the settlers who invaded once the Native Britons could no longer defend themselves, including the Scots, Jutes, Angles, Saxons (Anglo-Saxons) and Vikings.

Children will further develop the historical skills of understanding change and continuity - *How the rule of Britain changed over time*, same and difference and the significance of these invaders.

One of key threads explored in Year 5 is religion because this was the time that Christianity became accepted as the dominant religion in Britain.

Children to also build upon local history knowledge from KS1 and elements within British history studied. They will specifically look at the effect of industry on our area, particularly the building and maintenance of naval ships (WW1) to help lead into WW2 study in Year 6.

National Curriculum Principles

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots
- Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Websites/ Resources

<https://www.mrtdoeshistory.com>

<http://www.chronozoom.com/#/t00000000-0000-0000-0000-000000000000> - An interactive timeline resource to explore the scale of time

<https://www.timemaps.com> - An interactive timeline resource to help children concurrence

<https://www.mylearning.org> - Sources and artefacts from museums and archives

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2018/09/Ancient-Wonders-Then-and-Now-Teacher-Pack.pdf>

www.mrcarterrocks.wixsite.com/historyrocks

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Enquiry Question - Was the Post-Roman period of Britain a never ending fight for survival?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> I can use specialist vocabulary and terminology related to these invaders and settlers. I can identify on a timeline the periods of history, including sequence and duration of these societies. I can identify characteristic traits of a given group of people from British history from a variety of sources. I can use a variety of sources and assess these for their reliability. I can understand that the arrival of these societies may be interpreted differently. I can provide a reasoned response to an historical enquiry, presenting ideas clearly and coherently. 	<ul style="list-style-type: none"> I can identify the reasons for the arrival of the Saxons, Vikings and Scots. I can identify the differences in reasons for migration between Saxons and Vikings and between these societies and today. I can identify the challenges facing the early settlers and how they overcame these. I can compare and contrast the two groups of settlers from British history. I can identify the achievements and significance of the Anglo Saxons and Vikings on a local, national and international level, considering who was most successful. I can identify the continuity and change of British settlements over time. I can acknowledge the impact of this period on Britain's current religious beliefs as a result of Anglo-Saxon and Viking 	<p>Timeline Maps</p> <p>Achievements (what is their legacy)</p> <p>Society</p> <p>Food and Drink</p> <p>Entertainment</p>	<p>Anglo Saxon (AS) period (around 450-1066); Viking (V) Period (around 793-1066). Children use a map to look at the origins of the different groups that make up the Anglo Saxons: <i>Scots, Jutes, Angles, Picts</i> and then Vikings and where in England they began to settle. Reasons to settle - more farmland, more natural resources, wealthy artefacts, Gold and silver.</p> <p>AS: welcomed Christianity; formed kingdoms and sub-kingdoms; Hengest and Horsa (legendary brothers) - keeping out the Scots, burhs (a type of settlement), place names and our current days of the week. V: developed shipbuilding so they could travel through shallow waters; traded with people all around the world - good navigators; had advanced weaponry - getting metal from the Middle East.</p> <p>AS society: King, Earls, Thegns, Ceorls, Thralls/Slaves. V Society: King/Chief, Jarls, Karls, thralls. Compare the British society, considering continuity and change in all periods studied.</p> <p>Mention how imports of foods that Romans used to would have stopped. Locally sourced food was important. Vikings were farmer-warriors they would grow different kinds of fruit and vegetables - leeks and onions, carrots, blueberries, strawberries, apples. They kept animals like goat, cattle and chicken for produce and they ate a lot of fish, living by the sea. Vs were explorers and set up trade routes and imported foods from different parts of the world. AS simply grew what they needed.</p> <p>Recap entertainment already known from civilisations studied. Remind children how Romans and Greeks adopted each other's ideas. Vs enjoyed some similar forms of entertainment: feasts, sport and music. AS and V used board games made from wood - would have been 2 player</p>

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Enquiry Question - Which industry has had the biggest impact on our local area?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> I can use specialist vocabulary and terminology related to industry. I can identify on a timeline the periods of history, including sequence and duration of these societies. I can identify characteristic traits of a given industry's role in British society from a variety of sources. I can use a variety of sources and assess these for their reliability. I can understand that the impact of these industries may be interpreted differently. I can provide a reasoned response to an historical enquiry, presenting ideas clearly and coherently. 	<ul style="list-style-type: none"> I can identify the reasons for different industries in the North East. I can compare and contrast the two groups of industries from British history. I can identify the achievements and significance of shipbuilding and mining, considering who was most successful and how it fits in to local, regional, national level and international level. I can identify the significance of an individual: John Buddle and his significance to our area. I can acknowledge the impact of religion in a more diverse society. I can consider the change and continuity of diet between periods studied and today. I can consider continuity and change of boats and improved methods of transport from periods studied and their significance to industry. 	<p>Timeline</p> <p>Maps</p> <p>Significant Individual</p> <p>Artefacts/ Achievements (what is their legacy)</p> <p>Transport</p>	<p>Focus on Swan Hunters Shipyard - 1880 - 2006 and Wallsend Colliery - 1778-1935. Build a timeline of local history.</p> <p>Identify these sites on maps of the area and specifically consider how industry has changed over time. What is no longer here? What is our area now known for?</p> <p>Children to track an individual who worked in each trade, using the census and trade directories, to build up a bigger picture of life in industry. Look at a range of photos, artefacts and key events (newspapers) from the time. Research the life of John Buddle and his impact on our locality who invented the Davy Lamp.</p> <p>Recap buildings of the time and how these have changed since Anglo-Saxon and Viking period. Swan Hunter: Built and restored naval vessels, cable ships, commercial vessels and research vessels on the River Tyne and Tankers. Wallsend Colliery: term "Wallsend Coal" Coal used for: energy; fuel for extraction of iron (good link to Iron Age)</p> <p>During WW1, a third of all the battleships completed for the Admiralty were built here, and more than a quarter of destroyers. Many other naval vessels were repaired on the Tyne particularly after the Battle of Jutland. A huge floating dock was constructed and moored near Jarrow where many of those repairs took place. There were no fewer than 19 shipyards on the Tyne at the outbreak of war, and five of them were big enough to build warships. Hawthorn Leslie, for example, built 25 royal navy vessels including HMS Verdun, which brought the body of the unknown soldier from France at the end of the war. Choose a naval ship to compare and contrast to methods of transport used</p>

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		<p>Entertainment</p> <p>Diet</p>	<p>in previous periods studied. What makes these more advanced? All ships studied have been made of wood. What additional features do they have?</p> <p>Compare the hard graft of both a shipbuilder and miner. Which was more demanding? Which would you prefer to work? No time for entertainment!</p> <p>Colliers as being “fond of good living, having pies and puddings made with the best of beef and mutton, dumplings, potatoes baked in the oven with a joint of beef. A hard life needed good substantial food. It must be remembered that often-entire families were employed at the pit so a wife/mother could have husband/sons working different shifts coming home at different times hungry, dirty and tired. Suet puddings and savoury and sweet were a staple in all homes. Meat puddings, leek puddings, bacon puddings and gravy made substantial savoury meals. Apples, rhubarb, currants, lemon, jam, syrup or honey, and soft fruit such as gooseberries, bilberries, and blackberries were all used to make a sweet suet pudding. Traditional Sunday dinners have long been meat, potatoes, turnips (Swede), cabbage and Yorkshire pudding- compare to our diets.</p> <p>Some miners kept chickens providing eggs daily, also rabbits which were a popular source of meat as well as a pig or two. A pig provided a huge selection of meat - sausage, black pudding and brawn were the partial by-product. Some of the meat was cured for pork, some for bacon. A side of bacon or ham often hung up in a miner’s kitchen. The children used the pig’s bladder as a football ensuring no part was wasted.</p> <p>How has this changed over time? Are they healthier than us today?</p>
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