

Year 5 History Curriculum

Topics and End Points

A local history study of WW2 and its impact on our local area

- Explore when and why the war broke out.
- Know who the Allies and Axis were.
- Know about evacuees that were brought to Preston and the surrounding area and the life that they had whilst here.
- Know about how the war changed the lives of the young men in Lancashire.

Through this topic the children will be understanding historical concepts, cause and consequence, frame historically-valid questions, create their own structured accounts, including written narratives and analyses, and understand the methods of historical enquiry.

New Vocabulary

Allies, axis, The Blitz, evacuees, evacuation, Anderson shelter, outbreak, siren, gas mask, invade, blackout, Winston Churchill, Adolf Hitler, Neville Chamberlain

Disciplinary Knowledge

- Cause and consequence
- Historical Significance
- Sources and Evidence using real artefacts

Substantive Knowledge

- Invasion
- Lifestyle
- Childhood

Key Question

What impact did the war have on the children who were alive at the time?

Knowledge Intentions

Knowledge Intention
To know where WW2 fits in to the history that they have learnt before including The Victorians, Ancient Greeks, Ancient Egyptians, Baghdad, Stone Age to Iron Age, Romans,
To know how and why the war broke out using different sources to find out the answers.
To know who the Allies and the Axis were.
To use appropriate vocabulary when discussing historical events.
To know how and why evacuees ended up in Preston and the local area and investigate what life was like for them.
To know how war affected the young men and women in our local Area being called up to do different jobs.

A non-European society that provides contrasts with British history – one study chosen: early Islamic civilization, including a study of Baghdad.

1. How different was Baghdad to London around 900AD?
2. What was in the House of Wisdom and what legacy did it leave?
3. Who was Al-Zahrawi and what could we learn from Muslim medicine?
4. What did early Islamic civilisation leave behind?

Through this topic the children will be looking at continuity and change, make connections, draw contrasts, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between economic history.

New Vocabulary

Civilisation, cuneiform, Caliph Al-Mansur, Tigris River, trade route location, Mosque, Palace government, accommodation, guards, avenue, AD 900, Mongols

Disciplinary Knowledge

- Similarity and Difference
- Sources and evidence
- Compare and Contrast

Substantive Knowledge

- Lifestyle
- Education
- Legacies

Key Question

What legacy has been left behind by the Early Islamic Civilisation of Baghdad?

Learning Intentions

Learning Intention
To know where the Islamic civilisation fits in to other periods of time using a timeline.
To know how different Baghdad and London were in 900 AD by comparing and contrasting people, education and buildings.
To know how important the House of Wisdom was to Baghdad and in time the surrounding places by evaluating sources and making inferences.
To know the significance of Al-Zahrawi and analyse the impact of his actions on the modern world today by choosing relevant sources of evidence to support the hypothesis.
To know the impact of the Early Islamic civilisation has had on the modern world today.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt

- What is a civilisation?
- What does a civilisation need to grow and succeed? Within look at where they are located and what they all have in common.
- Who were the Ancient Egyptians?
- What was everyday life for the Ancient Egyptians?
- What was the Importance of the River Nile in the achievements of the Ancient Egyptians?
- What role did religion play in the lives of the Ancient Egyptians?
- Answering our enquiry question: what were some of the significant achievements of the Ancient Egyptians?

Within the topic the children will be understanding how our knowledge of the past is constructed from a range of sources, they will note connections, contrasts and trends over time and develop the appropriate use of historical terms.

New Vocabulary

Archeology / archeologist

Civilisation – a human society with its own social organisation (written records, system of government) and culture..

Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society

Dynasty- a period of rule when a series of kings, queens or pharaohs all come from the same family.

Hierarchy- the different ranks, or power structures, in a society or organisation.

Monarch, monarchy – a monarch is the king or queen. A monarchy is a country ruled by a monarch

Slavery, slaves- a system where people are owned by other people, with no rights, and are made to work very hard for no pay

Society – people living together in organised communities

Technology- inventions and methods for solving practical problems.

Trade - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries

Disciplinary Knowledge

- Cause and consequence
- Sources and Evidence
- Historical Significance

Substantive Knowledge

- Religion
- Civilisations

Key Question

How does what has been found in Ancient Egypt help us to piece together what happened?

<u>Knowledge Intentions</u>
To know where the Ancient Egyptians fits in with all the history that has gone on before including Romans, Stone Age to Iron Age, Ancient Greeks, Victorians, WW2, Early Islamic civilisation of Baghdad.
To understand what a civilisation is and what the early ones had in common.
To know the similarities and differences between our beliefs today and theirs from a long time ago.
To know what effect the River Nile had on the life of Ancient Egyptians.
To know what achievements the Ancient Egyptians had and left behind.

Year 6 History Curriculum

Topics and End Points

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward

the Confessor

- Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? – Plot when the invasions happened in relation to previous learning. – Why did they move away from where they come from? – What kind of people were they?
- How well did the Anglo-Saxons and Vikings get on with each other? – Lindisfarne – How were Vikings so successful? – How did Anglo Saxons organise themselves? = The conflict between the Anglo Saxons and Vikings? Alfred the Great – Danelaw – Athelstan – What kind of people were they?
- What did the Anglo-Saxons and Vikings leave behind? – Lives at sea and look at places that they settled on old maps. – Legacies – Money – Law and order -

Throughout the topic the children will be know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

New Vocabulary

Archaeologist, raids, vicious, longhouse, berserkers, longship, Odin, Scandinavia, Danelaw, misconception, Jorvik, Lindisfarne

Disciplinary Knowledge

- Similarity and Difference
- Continuity and change

- Cause and Consequence
- Sources and Evidence

Substantive Knowledge

- Legacies
- Settlements
- Invasion

Key Question

Why was Alfred the Great given his name?

What reasons did the Anglo Saxons and Vikings have to invade and settle in Great Britain and what changed because of them?

Knowledge Intentions

Knowledge Intentions
To know where the Anglo Saxons and Vikings fits in to all the other aspects they have covered – Iron Age to Stone Age – Romans – Ancient Egyptians, Ancient Greeks, Early Islamic civilisation of Baghdad, WW2, Victorians
To know the reasons why the Vikings and Anglo Saxons invaded and settled in Britain.
To know why they were so successful using evidence involving information about Alfred the Great, Danelaw and Athelstan
To know the similarities and differences between the 2 kinds of people.
To know the legacies that the Anglo Saxons and Vikings have left behind.
To know new vocabulary connected to the topic and know the meaning of the words.

Local History Study – Preston Guild

Look at where Preston Guild fits into history and plot on the class timetable.

How did the Preston Guild come about and what is its significance today

Use experiences and interviews with people to find out about the celebrations and traditions of the occasion.

Disciplinary Knowledge

- Cause and consequence
- Sources and Evidence
- Similarities and Difference

Substantive Knowledge

- Trade
- Tradition

Key Question

Why did Preston Guild become a big celebration and how is it still celebrated today?

Knowledge Intentions

To know where Preston Guild fits in to our history timeline.
To know about the first Preston guild and its significance.
To know how to collect evidence to find out about Preston Guild and how the celebrations have changed throughout the years.