

## HISTORY SCHEME OF WORK – YEAR 5

Statutory requirements (National Curriculum)	Leighton essentials	Suggested activities
<ul style="list-style-type: none"> <li>- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>	<p>The achievements of the Mayan ancient civilisation (summer)</p>	<p>Pupils will learn about the remarkable achievements of the ancient Maya.</p> <p>Understand the difficulties of sustaining a civilization in a rainforest environment.</p> <p>Researching Ancient Maya Civilization and modern day.</p> <p>Cold task – children to answer what they already know about the Mayans? Picture provided – what can they see?</p> <p>Children to look at a timeline and annotate a Mayan world map locating landmarks.</p> <p>Children to design an information sheet about Mayan civilisation.</p> <p>Children to look at the Mayan alphabet and write sentences comparing our alphabet with the Mayan.</p> <p>Children to look at the Mayan calendar and time system – create their own calendar.</p> <p>Children to research ancient Maya trade system, record information about chocolate currency and use natural resources to discover how the Mayan counted.</p> <p>Children to create a storyboard documenting the life of Pakal the Great.</p> <p><b>Influence People – Orange Book</b></p> <p><b>Guy Bailey</b> – Research Guy Bailey’s achievements and create a fact file.</p>

Autumn Term

Spring Term

Summer Term

## HISTORY SCHEME OF WORK – YEAR 5

		<p>Drama – Acting out the ‘Bus Boycott’ and stage protest.</p>
<p>- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Britain’s settlements by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England (spring)</p>	<p>Children to create to research and create their own human timeline</p> <p>Comparing the different characteristic features of Anglo-Saxons and the Vikings.</p> <p>Revisit Roman Empire – Children to complete a fact file using internet research and topic resources.</p> <p>Children to use dictionaries for topic-based vocabulary.</p> <p>Children to look at where the Anglo-Saxons, Scots and Vikings came from and map their settlements.</p> <p>Children to construct a timeline with significant dates and information.</p> <p>Children to compare the lifestyles of Anglo-Saxons and Vikings.</p> <p>Children to look at the attack of Lindisfarne –Bede Chronicle.</p> <p>Children to look at ancient artefacts.</p> <p>Children to reconstruct a Bayeux tapestry.</p> <p><b>Influential People- Orange Book</b></p>

Autumn Term

Spring Term

Summer Term

## HISTORY SCHEME OF WORK – YEAR 5

		<p><b>Boudicca</b> – Children to recognise the significant figure of Boudicca and complete a newspaper article about the rebellion.</p>
<p>- 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.</p>	<p>Whole school remembrance activities (autumn)</p> <p>British Slavery and Abolishment – Ignatius Sancho</p> <p>(autumn). Links with WW2 to Crewe and Nantwich and the impact this had on the town (Rolls Royce – local industry)</p>	<p><b>WW2 – Battle of Britain.</b> Timeline of the events of ‘The Battle of Britain’. Case study of Reginald Mitchell - designer of the ‘Spit Fire’. Links to Bentley (Rolls Royce) where the engine for the ‘Spit Fire’ was built.</p> <p><b>Remembrance Day</b></p> <p><b>DT – Design a ‘Spitfire’</b> to link with ‘The Battle of Britain’ studied in previous lesson (incorporating local links with Reginald Mitchell –Rolls Royce) Discuss the reason behind the poppy appeal and make a poppy reef.</p> <p><b>Local history – Nantwich</b> the fallen soldier. Look at pictures of his memorial and consider what disaster could have infolded if he had crashed into the town of Nantwich.</p> <p><b>Influential People – Orange Book</b></p> <p>Research the life of <b>John Bunting</b>. Write an autobiography. What influence did John Bunting have on the people of Crewe and the war effort.</p>

Autumn Term

Spring Term

Summer Term