

Year 5 Scheme of Work 2026-2027

History in Year 5			
	Autumn	Spring	Summer
Focus Enquiry	Why was the Battle of Britain considered a turning point in World War II?	How did the Anglo-Saxons and Vikings shape Britain?	How were the Mayan people ahead of their time?
National Curriculum Statement	Remembrance Activities 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.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	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
Key Learning and Activities	- The events leading up to the Battle of Britain. - Why it was decided to engage in this type of combat. - Names of Key figures during WW2. - Pilots from other countries took part in the BOB. - Locate the countries of a World Map. - The facts about the Spitfire and who designed it. - Who invented the Spitfire. - Who Reginald Mitchell was and where he came from. - Children will related historical events to local history. - Where the engine of the Spitfire was built. - Local history – Nantwich the fallen soldier. Look at pictures of his memorial and consider what disaster could have unfolded if he had crashed into the town of Nantwich.	- Children to create to research and create their own human timeline - Comparing the different characteristic features of Anglo-Saxons and the Vikings. - Revisit Roman Empire – Children to complete a fact file using internet research and topic resources. - Use dictionaries for topic-based vocabulary. - Children to look at where the Anglo-Saxons, Scots and Vikings came from - Map their settlements. - Compare the lifestyles of Anglo-Saxons and Vikings. - Look at the attack of Lindisfarne – Bede Chronicle. - Children to look at ancient artefacts. - Reconstruct a Bayeux tapestry.	- Establish location: Mesoamerica, including modern-day Mexico, Guatemala, Belize, Honduras and El Salvador. - Introduce the Maya as a civilisation made up of many city-states rather than one single empire. - Tzolk'in (260-day ritual calendar) and Haab' (365-day solar calendar); explain that Maya calendar systems were sophisticated and interconnected. - Long Count as a system for recording longer periods of time. - Compare Maya timekeeping with a familiar modern - Examine examples of Maya glyphs from inscriptions and codices. Discuss what written evidence can reveal about a civilisation.

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			- Explain that Maya writing used a complex system of signs/glyphs representing words and sounds. - Introduce the Maya base-20 (vigesimal) number system using a simple dot-and-bar representation. - Investigate how the Maya used cacao: as a drink, in ceremonies and in social or religious contexts. Discuss how chocolate for the Maya was very different from the chocolate children know today.
Key Vocabulary	Battle of Britain, RAF, Luftwaffe, Combat, Invasion, Defend, Spitfire, Reginald Mitchell, Memorial, Consequence	Anglo-Saxon, Viking, Invasion, Settlement, Migration, Raid, Chronicle, Artefact, Kingdom, Conquest	Maya, Mesoamerica, city-state, glyph, codex, calendar, Haab', Tzolk'in, Long Count, zero, astronomy, agriculture, cenote, drought
Historical Skills	Observation Evidence analysis Timelines Source Analysis Critical Thinking		
Disciplinary Knowledge	Cause and Consequence Similarity and Difference Historical Significance Sources and Evidence	Cause and Consequence Change and Continuity Similarity and Difference Historical Significance Sources and Evidence	Historical Significance Sources and Evidence Historical Interpretations

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Cross Curricular Links	Adolphus Tips - Nelson Mandela Farther – WWII The Promise	Anglo-Saxon Boy King Kong	Making Mexican Food – D&T/Humanities
Useful Resources	https://www.bbc.co.uk/bitesize/articles/zgm77yc https://schoolhistory.co.uk/modern/battle-of-britain/	https://www.bbc.co.uk/bitesize/topics/zxsbc/dm https://www.tattonpark.org.uk/learn/school-visits/education_programme/anglo_saxon_and_viking.aspx	https://www.bbc.co.uk/bitesize/topics/zq6s/vcw https://www.natgeokids.com/uk/primary-resource/mayan-civilisation-primary-resource/