|  |  |  |
| --- | --- | --- |
|  O:\Leighton Academy Logo JPEG.jpg | Year 5 Scheme of Work2022-2023 | **Coordinator: Joanne Leigh****Last updated: July 2022****Year 5 updated with suggested activities** |
| **Statutory requirements (National Curriculum)** | **Leighton essentials** | **Suggested activities** |
| * 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
 | The achievements of the Mayan ancient civilisation (summer) | Pupils will learn about the remarkable achievements of the ancient Maya.Understand the difficulties of sustaining a civilization in a rainforest environment. Researching Ancient Maya Civilization and modern day.Cold task – children to answer what they already know about the Mayans? Picture provided – what can they see?Children to look at a timeline and annotate a Mayan world map locating landmarks.Children to design an information sheet about Mayan civilisation.Children to look at the Mayan alphabet and write sentences comparing our alphabet with the Mayan.Children to look at the Mayan calendar and time system – create their own calendar.Children to research ancient Maya trade system, record information about chocolate currency and use natural resources to discover how the Mayan counted.Children to create a storyboard documenting the life of Pakal the Great.**Influence People – Orange Book****Guy Bailey** – Research Guy Bailey’s achievements and create a fact file.Drama – Acting out the ‘Bus Boycott’ and stage protest. |
| * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 | Britain’s settlements by Anglo-Saxons and ScotsThe Viking and Anglo-Saxon struggle for the kingdom of England (spring) | 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.Children to use dictionaries for topic-based vocabulary.Children to look at where the Anglo-Saxons, Scots and Vikings came from and map their settlements.Children to construct a timeline with significant dates and information.Children to compare the lifestyles of Anglo-Saxons and Vikings.Children to look at the attack of Lindisfarne –Bede Chronicle.Children to look at ancient artefacts.Children to reconstruct a Bayeux tapestry.**Influential People- Orange Book****Boudicca** – Children to recognise the significant figure of Boudicca and complete a newspaper article about the rebellion.  |
| * 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.
 | Whole school remembrance activities (autumn)British Slavery and Abolishment – Ignatius Sancho (autumn). Links with WW2 to Crewe and Nantwich and the impact this had on the town (Rolls Royce – local industry)  | WW2 – Battle of Britain. 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. Remembrance DayDT – Design a ‘Spitfire’ 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. Local history – Nantwich 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. **Influential People – Orange Book**Research the life of **John Bunting**. Write an autobiography. What influence did John Bunting have on the people of Crewe and the war effort.  |