

Year 5 – Vikings in Britain

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
Who were the Vikings?	* Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor * 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 * Pupils should note connections, contrasts and trends over time *Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Know where the Vikings came from - Understand how the Vikings first arrived in Britain - Explore some sources that have shaped our ideas about the Vikings	raid Norse Viking heathen Lindisfarne	Pens and pencils
How, where, and why did the Vikings travel?		- Know how far the Vikings travelled - Understand the different reasons Vikings sailed across the world - Explain how longship construction helped them travel for different purposes	oars hull longship exploration figurehead	Pens and pencils. Optional: construction materials, scissors, and glue if building the Viking longships that the children design.
What did the Vikings believe in?		- Identify popular Norse gods - Understand Norse beliefs about the nine interconnected worlds - Explain the roles of popular gods in Norse daily life	Thor Odin runes Asgard Valhalla	Pens and pencils
Does Alfred the Great deserve his name?		- Understand how the Vikings came to settle in England - Understand how the Vikings and Anglo-Saxons shared land during this time - Analyse whether King Alfred is deserving of his nickname	treaty Wessex Danelaw conquer fortification	Scissors and glue
Why did the Viking Age end?		- Identify several key rulers of England in this time period - Understand the rise of Viking rule in England - Understand how Viking rule ended in England	heir reign throne overthrow contender	Colouring pencils and teacher tool scripts. For the re-enactments: a P.E. bench, tennis racquets, and ping pong balls or bean bags.
Assessment: Are we right to remember the Vikings as raiders?		- Understand the difference between raiding, invading, and settling - Explain how evidence about the Vikings demonstrates they were raiders or settlers - Analyse and respond to historical arguments about the Vikings	settler raider justify argument evidence	Pens and pencils

Year 5 – Ancient Maya Civilisation

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
When was the Ancient Maya civilisation?	* Pupils should be taught 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. * 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 * Pupils should note connections, contrasts and trends over time *Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Understand how the length of the Maya civilisation compares to other ancient civilisations - Understand how the length of the Maya civilisation makes it significant - Explain some key events that occurred during the Ancient Maya civilisation	CE BCE timeline time span civilisation	Flipchart paper or similar, base 10 (dienes) cubes, scissors and glue
How did the Ancient Maya live in the middle of the rainforest?		- Recognise how the Maya civilisation was organised - Describe the daily life of the Ancient Maya - Explain the differences between the king, priests and common people	priests temple city-state Chichén Itzá excavation	Flipchart paper notes about the rainforest from Lesson 1. Optional: Research tools such as books and online sources.
What did the Ancient Maya eat?		- Name foods that the Maya ate and farmed - Explain the importance of specific foods to the Maya - Evaluate the impact of one of these crops failing	cacao maize cultivate raised fields slash-and-burn	Flipchart paper notes about the rainforest from Lesson 1. Optional: Food to taste, e.g., tropical fruits, cacao nibs, sweetcorn and corn tortillas
How advanced was the Ancient Maya civilisation?		- Understand that the Maya developed a writing and number system - Explain the Maya writing or number system - Ask further questions about the Maya writing or number system	decode codices glyphs numerals conquistadors	Poster-making materials, e.g., colouring pencils and pens, paper or card. Optional: Research tools such as books and online sources.
What did the Ancient Maya believe?		- Recall some information about Maya beliefs - Understand how Maya beliefs compare to those of other ancient civilisations - Evaluate how bloodthirsty Maya beliefs were in comparison to other religious beliefs	Pok-ta-Pok sacrifice bloodletting underworld polytheistic	Pens and pencils. Optional: Research tools such as books and online sources.
Assessment: Why was the Ancient Maya civilisation significant?		- Recall information about the Ancient Maya - Apply information about the Ancient Maya to explain why the civilisation is significant - Evaluate the significance of the Ancient Maya's legacy on our lives today	artefacts complex advanced significant civilisation	Pens and pencils. Optional: Research tools such as books and online sources.

Year 5 – The Tudors

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
Who were the Tudors?	* Pupils should complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 * 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 * Pupils should develop the appropriate use of historical terms * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should note connections, contrasts and trends over time * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Understand how Henry Tudor became Henry VII - Explain the relationships between the Tudor monarchs - Consider the impact Henry VII had on England	noble inherit monarch time period royal house	Colouring pencils. Optional: books or online sources for research.
Why is Henry VIII so important to British history?		- Name Henry VIII's wives and explain what happened to them - Understand what made Henry VIII's reign significant - Explain why Henry VIII had so many wives	heir divorce Catholic beheaded monasteries	Scissors. Optional: books or online sources for research.
What happened after Henry VIII died?		- Understand how Edward VI and Mary I came to power - Compare the reigns of Edward VI and Mary I - Analyse whether Mary I deserves the nickname 'Bloody Mary'	reign reform heretic persecuted Protestant	Scissors and glue. Optional: Research tools such as books or online sources.
Who was Elizabeth I?		- Describe some of the decisions Elizabeth I made - Explain how Elizabeth I portrayed herself - Consider how life was different for people during Elizabeth I's reign	navy suitor portrait Armada privateer	Pens and pencils
Was the 'Golden Age' really all that wonderful?		- Understand that Tudor England was organised into social classes - Identify differences between the social classes in Tudor England - Explain whose lives improved in the Golden Age, and how they improved	gentry vagrant hierarchy merchants social class	Colouring pencils, and either poster-making materials (paper, card or poster boards) or digital tools. Optional: Research books and online sources
Assessment: Who was the most significant Tudor monarch?		- Identify key information about a Tudor monarch - Explain key decisions and events that happened in a Tudor monarch's reign - Explain why a particular Tudor monarch is most significant	significant persecuted Catholicism Protestantism the Middle Way	Pens and pencils