

Year 5/6 History: Black History		Autumn Term Year A
Topic Question: Our World and Beyond		
National Curriculum Link: Modern World History		
Enrichment: Film: Hidden Figures (2016)		
Prior Learning: Church, conflict, monarchy and settlements. Taught through Changes within living memory; Events beyond living memory; Significant people; Significant historical events and places; Romans; Anglo-Saxons; Aspects/themes of British History; Ancient Greece; Local History		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • I can research how people in the past represent events or ideas in a way that may persuade others • I can understand and describe the main changes to an aspect in a period in history • I can describe key features of the past including attitudes, beliefs and everyday lives • I can describe a key event from the past using a range of evidence from different sources • I can examine the causes and results of great events and the impact they had • I can know and show a good understanding of dates, historical vocabulary and historical terms 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Social and political movement where Black Americans fought to gain equal rights in the 1950s and 1960s • Spearheaded by leaders such as Rev. Dr. Martin Luther King Jr., the Civil Rights Movement sought to end forced segregation, injustice, and discrimination • Understanding of what segregation based on skin colour was like • What the Montgomery Bus Boycott 1955 was and the impact of Rosa Parks • Know people in a range of different fields (Augusta Savage - Art, Katherine Johnson – Science/Maths; Mary Jackson – Engineer, Dr Martin Luther King – Church minister) who had an impact in challenging racial discrimination • Civil Rights Act of 1968 		
Generic Vocabulary: Could have been... Might have been.... Infer, suggest, My conclusion is that..... This source suggests that..... This source doesn't show that..., Reliable, unreliable, legacy		Topic Vocabulary: Oppression Discrimination Prejudice Civil rights Abolish/abolition Equality Freedom Integration Segregation Racism stereotype
Sequence: The Montgomery Bus Boycott Life in America in 1950s/60s		

Key events – ‘I have a dream’ speech
Role of African American women in space race (NASA)
Changes since 1968

Thinking Deeper: In what ways do we experience/see segregation and discrimination in the world today?

Books/Resources:

- Journey to Jo’burg – Beverly Naidoo
- Film: Hidden Figures
- Henry’s Freedom Box – Jane Addams

Links:

- Subject Specific links – PSHCE – Citizenship; Science – NASA
- Personal development – Learn about people from other cultures and importance of inclusion and tolerance; Developing empathy for others
- SMSC – Understand social conventions and how they can be different for people from different cultures
- Cultural Capital – Understand the diverse nature of society past and present
- Careers – Mathematician, Astronaut, Engineer, Computer Programmer, Church Minister
- British Values – Individual liberty – freedom of choice; Rule of Law – Equality Act 2010
- Equality – Understanding of discrimination and impact of rules and laws
- Independence – Independent work
- Outdoor learning - Forest School

Year 5/6 History: Leisure and Entertainment since 1066		Spring Term Year A
Topic Question: Eras and English Entertainment		
National Curriculum Link: An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
Enrichment: Homework Topic Grid		
Prior Learning: Changes within living memory; Events beyond living memory; Significant people; Significant historical events and places; Romans; Anglo-Saxons; Aspects/themes of British History; Ancient Greece; Local History		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • I can use sources of primary and secondary information • I can use timelines to place and sequence periods in history. • I can identify how and give reasons why changes may have occurred, backed up with evidence. • I can identify changes and links within and across the current period study and previous periods studied. • I can identify and note connections, contrasts and trends over time explaining similarities and differences between periods of history • I can select, combine and identify information from a range of sources and artefacts. • I can plan and present a self-directed project or research 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Knowledge of eras from 1066-present day (Middle Ages; Tudors; Stuarts; Georgians; Victorians; 20th and 21st century) • Know some toys, games and forms of entertainment from each era • Describe how the toys/games/entertainment reflects the life of the era • Understand that the evolution of toys links to scientific and technological advancement (materials etc) 		
Generic Vocabulary: Could have been... Might have been.... Infer, suggest, My conclusion is that..... This source suggests that..... This source doesn't show that..., Reliable, unreliable, legacy		Topic Vocabulary: Medieval Middle Ages Tudors Stuarts Georgians Victorians 20 th Century Era
Sequence: Middle Ages - key facts, daily life and toys/games/entertainment Tudor - key facts, daily life and toys/games/entertainment Stuart/Georgian - key facts, daily life and toys/games/entertainment Victorian - key facts, daily life and toys/games/entertainment		

<p>Impact of industrial revolution</p> <p>20th and 21st century - key facts, daily life and toys/games/entertainment</p> <p>Impact of scientific and technological advances</p>
Thinking Deeper: Is entertainment across nations different? Why?
Books/Resources:
<p>Links:</p> <ul style="list-style-type: none"> • Subject Specific links – DT – toys and games; English – writing and speaking to an audience; Science – materials; Computing – Coding and Programming • Personal development – Learn about people from different periods of history • SMSC – Understanding different forms of entertainment • Cultural Capital – Understand the diverse nature of society past and present • Careers – Designer, Historian, Museum Curator • British Values – Liberty, Mutual respect • Equality – Equal access for all • Independence – Independent work • Outdoor learning - Forest School

Year 5/6 History: Ancient Egypt		Summer Term Year A
Topic Question: Creative Communication		
National Curriculum Link: The achievements of the earliest civilisations		
Enrichment: Homework Topic Grid		
Prior Learning: Church, conflict, monarchy and settlements. Taught through Changes within living memory; Events beyond living memory; Significant people; Significant historical events and places; Romans; Anglo-Saxons; Aspects/themes of British History; Ancient Greece; Local History		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • I know and show a good understanding of dates, historical vocabulary and historical terms • I can place a period of history on a timeline • I can find and analyse a wide range of evidence from different sources about the past • I can start to understand the difference between primary and secondary evidence and the impact of this on reliability • I can begin to evaluate the usefulness of different sources • I can select relevant sections of information to address historically valid questions (some posed by myself), constructing detailed, informed responses • I can describe key features of the past 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Place Egyptian period in a timeline in context of periods and events already studied • Howard Carter and his discovery of Tutankhamun's tomb. • Rosetta Stone and artefacts from Tomb • Process of mummification including use of canopic jars and reasons for different parts of the process • They had gods and goddesses who each looked after different parts of daily life. • First settlers came to live in the Nile Valley in 3500BC and were simple farmers and then the civilisation built up over thousands of years • The Great Pyramid at Giza – oldest and largest Egyptian pyramid 		
Generic Vocabulary: Could have been... Might have been.... Infer, suggest, My conclusion is that..... This source suggests that..... This source doesn't show that..., Reliable, unreliable, legacy		Topic Vocabulary: Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus

	Archaeologist Tutankhamen
Sequence: When was the Ancient Egyptian period? What happened during the Ancient Egyptian Period? Settlers How do we know so much about life in Ancient Egyptian times? What can we learn from artefacts? Who built the Great Pyramid? What did the Egyptians believe in? Why was mummification important? Why did the Ancient Egyptian period come to an end?	
Thinking Deeper: What was happening in England during a specific time of the Egyptians? Did it impact on England at all? How would the world be different if the Ancient Egyptians had not existed? Why did the Ancient Egyptian period last as long as it did?	
Books/Resources:	
Links: <ul style="list-style-type: none"> • Subject Specific links – Geography – Locating Egypt and the river Nile on a map, talking about settlements and farming techniques used at the time; RE – Looking at Gods and Goddesses and how people of this era worshipped; DT – Looking at pyramid structures and architecture • Personal development – Developing empathy – life for slaves • SMSC – Looking at how different people in different times worshiped • Cultural Capital – raising aspiration • Careers – Archaeologist, archivist, conservator, curator, historian, museum education officer • British Values – To know what was happening in England at the same time and any impact Ancient Egypt had on England; discussing hierarchy in Ancient Egypt • Equality – Linked to hierarchy and structure of society in Ancient Egypt – was life fair and equal for all? • Independence – Independent work • Outdoor learning - Forest School 	

Year 5/6 History: Ancient Mayan		Autumn Term Year B
Topic Question: Sensational South America		
National Curriculum Link: A non-European society: Mayan Civilization c. AD900		
Enrichment: Homework Topic Grid		
Prior Learning: Changes within living memory; Events beyond living memory; Significant people; Significant historical events and places; Romans; Anglo-Saxons; Aspects/themes of British History; Ancient Greece; Local History		
Key Essential Skills and knowledge: I can find and analyse a wide range of evidence about the past I can start to understand the difference between primary and secondary evidence and the impact of this on reliability I can draw a timeline with different historical periods showing key historical events or lives of significant people I can identify and note connections and trends over time explaining changes, similarities and differences I can describe key features of the past including attitudes, beliefs and everyday lives I can present, communicate and organise ideas about the past I know and show a good understanding of dates, historical vocabulary and historical terms		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Know that the Maya Civilization were an advanced civilisation and spanned a significant period of time (1100BC-AD1502) • To know that The Maya lived in Central America in rainforest environments • The Maya developed a written language using hieroglyphs • The Maya had a complex calendar system • The Maya had a mathematical system and invented the mathematical concept of zero • Know The Mayans believed in hundreds of nature gods who ruled people's lives and decisions 		
Generic Vocabulary: Could have been... Might have been.... Infer, suggest, My conclusion is that..... This source suggests that..... This source doesn't show that..., Reliable, unreliable, legacy		Topic Vocabulary: Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Mexico Guatemala Calendars Civilisation
Sequence: Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? What numbers did the Maya use in Maths? Did the Maya play football like us?		

How do we know about the Maya?

Thinking Deeper: Would the world we know look different if it weren't for the Ancient Maya Civilization? Does any historical period have a true end?

Books/Resources:

Links:

- Subject Specific links – Maths – dates and calendars, Mayan number system; English writing and presenting; Geography – locational knowledge; Computing – research; RE – gods and beliefs;
- Personal development – presenting to an audience; developing understanding of life in other cultures
- SMSC – acceptance and tolerance of other cultures and beliefs
- Cultural Capital – how the Mayans influenced life today
- Careers – Archaeologist; Historian
- British Values – democracy; mutual respect and tolerance
- Equality – understand how complicated and diverse societies are, even the Ancient Maya
- Independence – Independent work
- Outdoor learning - Forest School

Year 5/6 History: Vikings		Spring Term Year B
Topic Question: Vicious Vikings		
National Curriculum Link: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local history study (York)		
Enrichment: Trip to Jorvik Centre and DIG (York) Homework Topic Grid		
Prior Learning: Church, conflict, monarchy and settlements. Taught through Changes within living memory; Events beyond living memory; Significant people; Significant historical events and places; Romans; Anglo-Saxons; Aspects/themes of British History; Ancient Greece; Local History		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • I can use dates and historical terms accurately in describing events • I can place features of historical events and people from past societies and periods in a chronological framework • I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • I can make connections and contrasts between different time periods studied and talk about trends over time • I can seek out and analyse a wide range of evidence in order to justify claims about the past • I can select relevant sections of information to address historically valid questions (some posed by myself), constructing detailed, informed responses 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Place key events from 793AD to 1066AD on a timeline • Not all Vikings were warriors, many came in peace and became farmers • The term Viking means 'Vicious Warrior' • The lands the Vikings occupied were known as Danelaw • Know the importance of Alfred The Great • Viking longhouse was the centre of a farmstead • Vikings spoke Norse which had an alphabet made up of runes and they were known as Norsemen • Longships were designed to sail in both deep and shallow waters so that they could get close to the shore and sail in rivers to get inland • Vikings were pagans and often raided monasteries, looting gold • The most important Viking British city was York (Jorvik as it was known by the Vikings) and archaeology has led to many discoveries about the Viking way of life • They believed in many Viking gods and goddesses who all had different abilities 		
Generic Vocabulary: Could have been...		Topic Vocabulary: Monastery,

<p>Might have been....</p> <p>Infer,</p> <p>suggest,</p> <p>My conclusion is that.....</p> <p>This source suggests that.....</p> <p>This source doesn't show that...,</p> <p>Reliable,</p> <p>unreliable,</p> <p>legacy</p>	<p>Scandinavia,</p> <p>settlement,</p> <p>conquer,</p> <p>pagan,</p> <p>kingdom,</p> <p>runes,</p> <p>longship</p> <p>Danelaw</p> <p>Lindisfarne</p>
<p>Sequence:</p> <p>Events on a timeline</p> <p>Viking Invasion</p> <p>Viking Settlements and Danelaw</p> <p>Viking Longhouse</p> <p>Jorvik</p> <p>Trade</p> <p>Viking gods</p>	
<p>Thinking Deeper:</p> <p>How did the Vikings change the North East?</p> <p>Would Britain look different today if the Vikings hadn't invaded?</p>	
<p>Books/Resources:</p> <ul style="list-style-type: none"> • Viking Tales by Jennie Hall • Viking Boy by Tony Bradman • Illustrated Norse Myths (Usborne) • Norse Myths by Kevin Crossley-Holland 	
<p>Links:</p> <ul style="list-style-type: none"> • Subject Specific links – Geography - Locating where the Vikings came from and where they invaded England, knowing how the UK looked very different during these times as the countries were ruled by different people and split into different kingdoms; English – report writing; RE – Looking at different Gods and conversion to Christianity, ICT – Using online sources for research. • Personal development – Recognising the significance of the north east for Viking attacks; recognising the impact of the Vikings on today's society • SMSC – Understanding of different forms of religion and worship; understanding Viking hierarchy; understanding the diversity within our society and the history of our ancestors • Cultural Capital – knowing the impact and legacy of the Vikings • Careers – Archaeologist; historian; Warrior, roles of women in the community • British Values – Awareness of a diverse society • Equality – rights of settlers from other countries; hierarchy of Viking society • Independence – Independent work • Community – Local history and the Viking influence (Coppergate – Jorvik/York) • Outdoor learning – Forest School 	

Year 5/6 History: Local History - Whitby		Summer Term Year B
Topic Question: Our Coastline		
National Curriculum Link: A local history study		
Enrichment: Trip to Scarborough Beach		
Prior Learning: Church, conflict, monarchy and settlements. Taught through Changes within living memory; Events beyond living memory; Significant people; Significant historical events and places; Romans; Anglo-Saxons; Aspects/themes of British History; Ancient Greece; Local History		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • I can use dates and historical terms more accurately when describing events • I can use a range of evidence to offer some clear reasons for different interpretations of events, considering accuracy and reliability • I can begin to evaluate the usefulness of different sources • I can communicate and organise information about the past and present to an audience • I am beginning to understand the concepts of continuity and change over time 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Whitby Abbey was a monastery for men and women; abandoned following the Danish raids (9th century), re-established by Benedictine monks (11th century) then left to become ruins by suppression of Henry VIII • Whitby Abbey inspired many artists and writers including Bram Stoker who set part of 'Dracula' here • Captain James Cook learned his trade as a seaman in Whitby then later was chosen to lead the expedition to the Southern Continent. His vessel, The Endeavour was built in Whitby and took him and his crew on many significant voyages around the globe. • Whitby was a major hub for smuggling on the Yorkshire coast 		
Generic Vocabulary: Could have been... Might have been.... Infer, suggest, My conclusion is that..... This source suggests that..... This source doesn't show that..., Reliable, unreliable, legacy		Topic Vocabulary: Monastery Expedition Smuggling Port Abbey Ruins
Sequence: Whitby Abbey Dracula		

Captain Cook

Smuggling

Thinking Deeper: The Impact of the maritime industry; Whitby Jet

Books/Resources:

- Room 13 – Robert Swindell
- The Witches of Whitby -

Links:

- Subject Specific links – Geography – locational knowledge, human and physical features of coasts, Art – Whitby Abbey as a stimulus for artwork; English – The Raven poem, Dracula setting, scary stories
- Personal development – Presenting to an audience, developing an understanding of life in a different locality and time
- SMSC – Understanding the history of our ancestors
- Cultural Capital – knowing the significance of a local place
- Careers – Artist, writer, seamen
- British Values – Rule of law (smuggling)
- Equality – societal structures
- Independence – Independent work
- Community – Knowledge of a local area
- Outdoor learning – Beach School, Forest School