
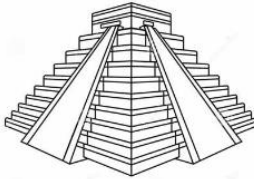



History Unit of Work Year 5 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Anglo Saxons &amp; Vikings</div> 	<ul style="list-style-type: none"><li>British Chronological History (KS2)</li><li>Ancient Britons (Y3)</li><li>Ancient Romans (Y4)</li></ul>	<ul style="list-style-type: none"><li>Ancient Maya 900AD – Comparison of same time period in different civilisations</li><li>British History post 1066 (Y6)</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content		
	<ul style="list-style-type: none"><li>Pupils should be taught about: Britain’s settlement by Anglo-Saxons and Scots</li><li>Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>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.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li></ul>		
Historical Enquiry			
What did the Anglo-Saxons and Vikings leave behind in Britain?			
Key Concepts			
significance, <b>similarity</b> , <b>difference</b> , continuity, <b>change</b> , <b>cause</b> , consequence, interpretation, <b>democracy/justice</b> , civilisation/settlement, religion/faith, <b>conflict/invasion</b>			
	Knowledge (1-7)		Key Vocabulary
Intended Substantive Knowledge	<ol style="list-style-type: none"><li>Know where the Anglo-Saxons and Scots came from and by 600AD they had settled in Britain</li><li>Know some of the place names in Britain that the Anglo Saxons established (Essex, Sussex, Wessex, Middlesex)</li><li>Know that the Anglo Saxons were converted to Christianity</li><li>Know where the Vikings came from and were settled in Britain by 878AD</li><li>Know that the Vikings lived differently to the Anglo Saxons and fought each other</li><li>Know how justice was served during this period in history</li></ol>		Christianity, Essex, Sussex, Wessex, Middlesex, archaeologist, monk, pagan, Picts, Scots, Danes, Jutes, monastery, migration
	Working Historically (1-7)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"><li>Show understanding of the complex chronology between Roman occupation and 1066</li><li>Consider the influence and significance of Anglo-Saxons on Modern Britain</li><li>Write an account of Britain’s conversion to Christianity</li><li>Use evidence to interpret the Viking invasion from different viewpoints</li><li>Compare sources of evidence from Viking Britain</li><li>Create an account comparing justice in these periods</li></ol>		chronological, artefact, archaeology, perspective, deduction, judgement, impact
Assessment Outcomes			
<b>Substantive</b> <ul style="list-style-type: none"><li>I know how Britain changed between the end of the Roman occupation and 1066</li><li>I know how the Anglo-Saxons attempted to bring law and order to the country</li><li>I know that the Vikings and Anglo-Saxons were often in conflict</li><li>I know how the division of the country during this period led to the creation of some of our county boundaries today</li></ul>		<b>Disciplinary</b> <ul style="list-style-type: none"><li>Interpretation: I can explain that the past can be represented or interpreted in many ways.</li><li>Enquiry: I can understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</li><li>Communication: I can create my own structured accounts, including written narratives and analyses.</li></ul>	
Significant people/places	King Arthur (Real vs Fiction)		

History Unit of Work Year 5 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>The Ancient Maya</div> <div></div>	<ul style="list-style-type: none"><li>• Ancient Civilisations (Y3)</li><li>• Anglo Saxons &amp; Vikings: Compare the same time period across civilisations (Autumn)</li></ul>	<ul style="list-style-type: none"><li>• British civilisation post 1066 (Summer)</li><li>• KS3 History Curriculum: the nature of ancient civilisations</li></ul>	<ul style="list-style-type: none"><li>• ???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>• Pupils should be taught about: 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><li>• 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.</li><li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li></ul>		
Historical Enquiry			
How do we know what life was like for the Maya 1000 years ago?			
Key Concepts			
significance, similarity, difference, continuity, change, cause, consequence, interpretation, democracy/justice, civilisation/settlement, religion/faith, conflict/invasion			
:	Knowledge (1-7)		Key Vocabulary
Intended Substantive Knowledge	<ul style="list-style-type: none"><li>7. Know that the civilisation existed from 2000BC-1500AD but it was at its peak of achievement around 900AD</li><li>8. Know that the Ancient Maya lived in Central America and created city states such as Chichen Itza and Teotihuacan</li><li>9. Know that the Maya worshiped gods associated with the weather and harvest</li><li>10. Know that the Maya were considered advanced because of their writing, number system, calendar and architecture</li><li>11. Know that John Stephens and Frederick Catherwood explored and documented the Ancient Maya civilisation</li><li>12. Know that archaeological discoveries are still being made today in Mesoamerica (Campeche, Mexico 2014)</li></ul>		Mesoamerica, empire, harvest, calendar, architecture, glyphs, codices, ahau/ahaw, batab, Chichen Itza, Teotihuacan
	Working Historically (1-7)		Key Vocabulary
Intended Disciplinary Knowledge	<ul style="list-style-type: none"><li>7. Show understanding of the chronology of the Maya civilisation on a timeline</li><li>8. Explain how the city states ruled, fought and invaded each other</li><li>9. Explain how the Maya worshipped and why (to grow crops)</li><li>10. Use sources to compare and evaluate the success of the Maya and the Anglo Saxons</li><li>11. Consider the reliability of sources produced from exploration (paintings)</li><li>12. Evaluate and describe more recently found sources of evidence</li></ul>		primary source, secondary source, objective/subjective, legacy, connections, reason, fact/opinion
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>• Know about the impact that one of the following ancient societies had on the world: the Maya; the Islamic; the Benin.</li><li>• Know why they were considered an advanced society in relation to that period of time in Britain</li><li>• Know how their hierarchy and religion was different to our own</li><li>• Know how historians have found out about these cultures</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>• Interpretation: I can evaluate and carefully select from a range of historical sources to find relevant historical information.</li><li>• Enquiry: I can make perceptive deductions about the reliability of sources</li><li>• Communication: I can use key historical terms accurately</li></ul>	
Significant people/places			

History Unit of Work Year 5 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>20<sup>th</sup> Century Leisure &amp; Entertainment</div> <div></div>	<ul style="list-style-type: none"><li>Know</li></ul>	<ul style="list-style-type: none"><li>Know</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content		
	<ul style="list-style-type: none"><li>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 [changes in an aspect of social history leisure and entertainment in the 20th Century]</li><li>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.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li></ul>		
Historical Enquiry			
Have people always used their free time in the same way?			
Key Concepts			
significance, <b>similarity, difference</b> , continuity, change, <b>cause, consequence</b> , interpretation, <b>democracy/justice, civilisation/settlement</b> , religion/faith, conflict/invasion			
:	Knowledge (1-7)		Key Vocabulary
Intended Substantive Knowledge	<div>13. Know that the 20<sup>th</sup> Century was a period of 100 years between 1900 and 2000</div> <div>14. Know that seaside holidays were popular before holiday camps and then holidays abroad</div> <div>15. Know that Britain hosted the Olympics in 1908 and 1948, England won the World Cup in 1966 and the Women’s FA was founded in 1969</div> <div>16. Know that cinema changed from silent short films, to Charlie Chaplin comedy, to colour in 1932</div> <div>17. Know that John Logie Baird and the BBC developed an affordable television in the 1936</div> <div>18. Know that television had one channel until 1955 and became colour in 1967</div>		<div>leisure, entertainment, camps, abroad, Olympics, World Cup, silent film, John Logie Baird, broadcast, economy</div>
	Working Historically (1-7)		Key Vocabulary
Intended Disciplinary Knowledge	<div>13. Organise information to describe how life changed in the 20<sup>th</sup> Century (working conditions and spare time, economy and money)</div> <div>14. Identify connections, contrasts and change over time in holidays</div> <div>15. Select relevant sources of information to explain how sport changed at this time</div> <div>16. Explain the viewpoint that cinema had a ‘golden age’</div> <div>17. Construct different viewpoints of the impact that television had on people’s lives</div> <div>18. Organise relevant information into a timeline of 20<sup>th</sup> Century leisure and entertainment</div>		<div>period/era, bias, compare/contrast, influence, trends, century, decade</div>
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know how rapid change in the 20th century impacted people’s lives</li><li>Know the significance and impact of music, theatre and television during this time</li><li>Know about and order key events in the 20th Century</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Interpretation: I can explain the different views about people and events studied and can give some reasons why different versions of the past exist.</li><li>Enquiry: I can answer and devise my own historically valid questions using a range of sources</li><li>Communication: I can construct informed responses by thoughtfully selecting and organising of relevant historical information.</li></ul>	
Significant people/places			