

Whitefield Primary School - Long Term Curriculum Overview - Year 5

History

NC KS2: Pupils should continue to develop chronologically secure knowledge of British history.

- They should note connections, contrasts and trends over time and develop an appropriate use of historical terms.
- They should answer and devise questions about change, cause, similarity and difference, and significance.
- They should thoughtfully select and organise relevant historical information.
- They should know that our knowledge of the past is constructed from a range of sources.

	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Why did the Industrial Revolution happen? How did it impact on Liverpool?</b></p> <p><b>Wow - Museum of Liverpool- Gateway to the World (Classroom Session)</b></p> <ol style="list-style-type: none"> <li>1. Define the term 'Industrial Revolution'</li> <li>2. Create a (timeline divided into decades) and place key events of the industrial revolution onto it.</li> <li>3. Using primary/secondary sources (maps/diagrams/artists impressions), compare and contrast Britain/Liverpool in 1700's/1800's. Identify similarities and differences.</li> <li>4. Identify causes and consequences of the Industrial Revolution on population, work, transport, health and medicine, living conditions.</li> <li>5. Writing in role - summarise the key effects of the Industrial Revolution.</li> <li>6. Draw conclusions from evidence gathered - identify the positive and negative effects of the Industrial Revolution on Britain.</li> <li>7. Using primary sources (photos)</li> </ol>		<p><b>Who were the Maya and what did we learn from them?</b></p> <ol style="list-style-type: none"> <li>1. Draw a timeline (labelled 2000BC-AD2000). What do you already know about Stone Age Britain; the Roman Invasion; the Anglo-Saxons and Vikings (Building Stonehenge, Sutton Hoo etc). Place these on the timeline. Add to this timeline - significant events during the Maya Period as it's studied.</li> </ol> <p><b>Wow - Visit from Dr Diane Davies - Maya Archaeologist.</b></p> <ol style="list-style-type: none"> <li>2 How do we know about the Maya? Discuss the role of archaeology and finding out about the past. Locate Ancient Maya cities on a map.</li> <li>3. Using a variety of sources artefacts, written accounts, myths and legends (primary/secondary) explore what they tell us about the Maya and how reliable they are.</li> <li>4. Using the Map from previous lesson. Draw upon previous Geographical knowledge; identify physical features of the land, population distribution. Answer questions - how difficult was it to farm the area? How</li> </ol>		

	<p>compare/contrast Liverpool then and now.</p> <p>8. Using a variety of internet based sources, identify similarities and differences between the lives of the rich and poor in Liverpool during the height of the Industrial Revolution.</p> <p>9. <b>Norton Priory Visit</b>-using primary and secondary sources, (maps, photos, artefacts, the census, BBC website) identify key aspects of Victorian Childhood in Merseyside. Discuss and clarify the reliability of each source.</p> <p>10. Research the life of a famous inventor during the Industrial Revolution (George Stephenson and/or Jesse Hartley). Place significant events in their life onto a timeline.</p> <p>11. Write a newspaper report on a significant event of an inventor and the impact on Liverpool and the rest of the world.</p> <p>12. Identify key inventions that shaped the world. Draw conclusions on the impact of the Industrial Revolution.</p>		<p>did they build cities? How did they feed 50,000 people from the surrounding area? What did they trade? How was it transported?</p> <p>5. Research food eaten by the Maya. Identify crops and give an explanation as to why the Maya ate what they did. What significant crops do we still grow today?</p> <p>6. Study Maya pyramids. What was their purpose? When/where they built? Compare/contrast with Egyptian Pyramids.</p> <p>7. Identify and interpret the Maya number system. Compare/contrast with our system today. Did the Maya leave a legacy? (the concept of zero).</p> <p>8. Calendars, time and dates. Interpret how they were used and compare to those we use today.</p> <p>9. Pok-ta-Pok - ball game it was a ritual and was politically important.</p> <p>10. Glyphs - used codex and bark paper compare to Egyptians.</p> <p>11. Using the story of Kukulcan find out how the Maya got chocolate. Stories can give us insight into the lives of others in the past or the story of the Jaguar god or Popul Vuh text (includes myth about Hero Twins).</p> <p>12. Maya today-research using the internet their beliefs and attitudes, homes, food - continuity and change.</p> <p>13. Demise of the civilisation explanation-war? Famine? Natural Disaster? Climate change?</p> <p>14. Draw to a conclusion - answer the enquiry question. They were A stone age society similar to Britain, also a medieval society who developed many similarities with the Egyptians. Identify legacy.</p>		
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### Chronological understanding

Use dates and historical language.

Put dates on a times line using decades.

Draw timelines and put different dates on it.

Can they describe historical events from different periods you have studied?

### Knowledge and interpretation

Can they summarise main events?

Can they identify cause and consequence?

Compare/contrast past with present.

Can they describe people from the past using different resources?

Can they describe historical events from different periods they have studied?

Can they make comparisons between historical periods: explaining how things have changed or stayed the same?

### Historical enquiry

Can they test out a hypothesis in order to answer a question?

Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

### Organisation and communication

Can the children present structured organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills?

Can they use dates and terms accurately?

Can they choose the most appropriate way to present information to an audience?