

Year 5 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><i>Was the Victorian Era a dark age or a golden age?</i></p> <p>Monarchy Empire Poverty Progress</p>		<p>What can we learn about everyday life in Ancient Greece?</p> <p>Civilisation Religion Conflict Wealth and Poverty</p> <p>What legacies did the Ancient Greeks leave behind?</p> <p>Government Progress</p>		



Senacro Wood
Primary School

Year 5 Medium Term Plan

Term 2 History- Was the Victorian Era a dark age or golden age?		
National Curriculum Links	Key Vocabulary	Pupil Offer
HISTORY <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Example: a significant turning point in British history, for example, the first railways) 	Monarch Empire Reform Influence Primary Source Industrial Revolution	<u>Start of unit-</u> Surprise Victorian School Theme Day <u>End of Unit-</u> Class Trip: A Victorian Christmas at Kent Life

Term 2	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson Overview including Substantive knowledge	THEME DAY - Chronological Understanding - Queen Victoria Facts Monarchy NB: KS1 Retrieval- Monarchs - School Life - British Empire (Geog links) Empire - Victoria Sponge/Gruel LIFE IN THE WORKHOUSE Poverty Pupils will be learning about life in the workhouse. This includes comparing Sources & discussing their reliability.	VICTORIAN JOBS Poverty Reading Comprehension to provide pupils with an insight into Victorian Jobs for Kids Pupils will then be unpicking the reliability of different sources to understand what Victorian factories were really like for children.	VICTORIAN INVENTIONS Progress Pupils will be introduced to Famous people and will then be provided with the opportunity to research, and create a timeline of, Victorian inventions. They will then be discussing which they believe to be most significant and why	KS1 Retrieval Progress in flight RAILWAYS Progress Pupils will be learning about the development of the railway and considering the impact this had on different people. They will be using this to debate if the railway was a positive or negative development for people during Victorian times.	TRIP- KENT LIFE Retrieval- BIG QUESTION Was the Victorian Era a dark age or golden age? Pupils will be responding to the big question. Based on their learning from this term, they will need to consider
Disciplinary Knowledge	Place current study on a timeline in relation to other studies. I can evaluate evidence.	I can evaluate evidence.	I can appreciate the significance of historical events and give reasons why some events are more significant	Study and compare aspects of life for different people.	I can describe how historical events influence life today.
Organisation and Communication	Diary Entry based on life		Timeline of inventions	Debate impact of the railway Writing in role	Discussion Text
Famous People	Queen Victoria		George Stephenson Isambard Kingdom Brunel. Lord Shaftesbury	Charles Dickens (English)	

Term 4 History- What can we learn about everyday life in Ancient Greece?		What legacies did the Ancient Greeks leave behind?
National Curriculum Links		Key Vocabulary
HISTORY <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. 		Theatre, religion, democracy, civilisation, citizens, culture, Athens, Sparta, Olympia hoplite, myth, Olympics, Parthenon.
		Pupil Offer
		Ancient Greek dress up and theme day

Term 4	Week 1	Week 2 and 3	Week 4 and 5	Week 6 and 7	Week 8
Lesson Overview including Substantive knowledge	DRESS UP & THEME DAY Civilisation - Chronological Understanding - Geographical knowledge - Governing City Starts Government - Greek Alphabet - Theatre & Masks - Greek Food Year 4 Retrieval Egyptian Gods ANCIENT GREEK GODS Pupils will be learning about Greek Gods and Goddesses and learning about their importance. Religion	Year 4 Retrieval Daily Life in Egypt LIFE IN ATHENS Civilisation Pupils will be using a range of evidence to learn about everyday life in Athens. LIFE OF WOMEN Wealth and Poverty Pupils will be learning about the lives of wealthy women in Ancient Greece. They will be using this knowledge to evaluate texts.	ATHENS AND SPARTA Wealth and Poverty Conflict Pupils will be learning about the differences for men and women who lived in Athens and Sparta. They will then be using this to debate where they would rather live. They will use this to write a persuasion about which city state we should choose to live in and why.	RESEARCH PROJECT What can we learn about everyday life in Ancient Greece? Pupils will be posing their own questions based on what they would still like to know about life in Ancient Greece	Retrieval- BIG QUESTION Progress What legacies did the Ancient Greeks leave behind? Pupils will be predicting what they think will be included in a BBC clip of Ancient Greek legacies. They will then watch and evaluate the contents before writing to the producer with their suggestions for improvement.
	Disciplinary Knowledge	Place current study on a timeline in relation to other studies. I can describe how historical events influence life today.	I can describe similarities and differences between people, events and artefacts studied. I can study and compare aspects of life for different people.	I can devise historical questions and independently use a range of reliable sources to find the answer. I can select reliable sources of information to answer questions.	I can describe how historical events influence life today. I can appreciate the significance of historical events and give reasons why some events are more significant
Organisation and Communication	Fact File based on Greek Gods	Report	Venn Diagram Debate & Persuasion		Persuasion
Famous People	Aristotle (Term 3 Space)				