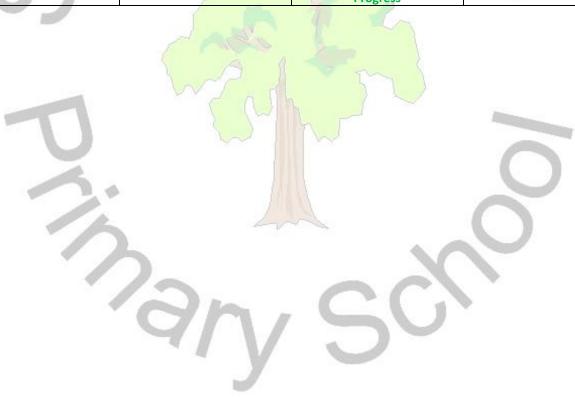
Year 5History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Was the Victorian Era a dark		What can we learn about	r.	
	age or a golden age?		everyday life in Ancient		
	Monarchy		Greece?		
	Empire		Civilisation		
	Poverty		Religion		
	Progress	Y	Conflict		
	03		Wealth and Poverty		
		100	What legacies did the		
			Ancient Greeks leave		
		70 7	behind? Government		
			Progress		



Year 5 Medium Term Plan

٦	Term 2 History- Was the Victorian Era a dark age or golden age?		
ľ	National Curriculum Links	Key Vocabulary	Pupil Offer
	HISTORY	Monarch	Start of unit-
'			
•	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,	Empire	Surprise Victorian School Theme
	for example, the first railways)	Reform	Day
		Influence	,
		Primary Source	End of Unit-
		Industrial Revolution	Class Trip: A Victorian Christmas
			at Kent Life

Term 2	Week 2	Week 3	Week 4	Week 5	Week 6
	THEME DAY - Chronological Understanding - Queen Victoria Facts Monarchy NB: KS1 Retrieval- Monarchs - School Life	VICTORIAN JOBS Poverty Reading Comprehension to provide pupils with an insight into Victorian Jobs for Kids	VICTORIAN INVENTIONS Progress Pupils will be introduced to Famous people and will then be provided with the opportunity to research, and	KS1 Retrieval Progress in flight RAILWAYS	TRIP- KENT LIFE Retrieval- BIG QUESTION Was the Victorian Era a dark age or golden age?
Lesson Overview including Substantive knowledge	- Scriool Life - British Empire (Geog links) Empire - Victoria Sponge/Gruel LIFE IN THE WORKHOUSE	Pupils will then be unpicking the reliability of different sources to understand what Victorian factories	create a timeline of, Victorian inventions. They will then be discussing which	Progress Pupils will be learning about the development of the railway and considering the impact this had on different people. They will be using	Pupils will be responding to the big question. Based on their learning from this term, they will need to consider
	Poverty Pupils will be learning about life in the workhouse. This includes comparing Sources & discussing their reliability.	were really like for children.	they believe to be most significant and why	this to debate if the railway was a positive or negative development for people during Victorian times.	
Disciplinary Knowledge	Place current study on a timeline in relation to other studies. I can evaluate evidence.	l 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	Pupil Offer
HISTORY		Theatre, religion, democracy, civilisation,	Ancient Greek dress up and
A study of Greek life and achievements and their influence on the western world.		citizens, culture, Athens, Sparta, Olympia	theme day
		hoplite, myth, Olympics, Parthenon.	

Term 4	Week 1	Week 2 and 3	Week 4 and 5	Week 6 and 7	Week 8
	DRESS UP & THEME DAY	Year 4 Retrieval	ATHENS AND SPARTA	RESEARCH PROJECT	Retrieval- BIG QUESTION
	Civilisation	Daily Life in Egypt	Wealth and Poverty	What can we learn about everyday life	Progress
	- Chronological Understanding		Conflict	in Ancient Greece?	What legacies did the Ancient Greeks
	- Geographical knowledge	LIFE IN ATHENS	Pupils will be learning about the	Pupils will be posing their own	leave behind?
	- Governing City Starts Government	Civilisation	differences for men and women who	questions based on what they would	Pupils will be predicting what they
Lesson Overview	- Greek Alphabet	Pupils will be using a range of	lived in Athens and Sparta. They will	still like to know about life in Ancient	think will be included in a BBC clip of
including	- Theatre & Masks	evidence to learn about everyd <mark>ay life</mark>	then be using this to debate where	Greece	Ancient Greek legacies. They will then
Substantive	- Greek Food	in Athens.	they wou <mark>ld rather live. Th</mark> ey will use		watch and evaluate the contents
			this to write a persuasion about which		before writing to the producer with
knowledge	Year 4 Retrieval	LIFE OF WOMEN	city state we should choose to live in	100	their suggestions for improvement.
	Egyptian Gods	Wealth and Poverty	and why.		
	ANCIENT GREEK GODS	Pupils will be learning abo <mark>ut the lives</mark>			
	Pupils will be learning about Greek	of wealthy women in Anci <mark>ent Greece.</mark>	The state of the s		
	Gods and Goddesses and learning	They will be using t <mark>his knowledge to</mark>			
	about their importance. Religion	evaluate <mark>texts.</mark>	g		
	Place current study on a timeline in			I can devise historical questions and	I can describe how historical events
D: 11	relation to other studies			independently use a range of reliable	influence life today.
Disciplinary		studied.		sources to find the answer.	
Knowledge	I can describe how historical events influence life today.				I can appreciate the significance of
			cts of <mark>life for differen</mark> t people.	I can select reliable sources of	historical events and give reasons why
			44	information to answer questions.	some events are more significant
Organisation and	Fact File based on Greek Gods	Report	Venn Diagram		Persuasion
Communication	ract rife based off dreek dods	Report	Debate & Persuasion	()	i ci suasion
Famous People	Aristotle (Term 3 Space)	7 4	(2)		

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