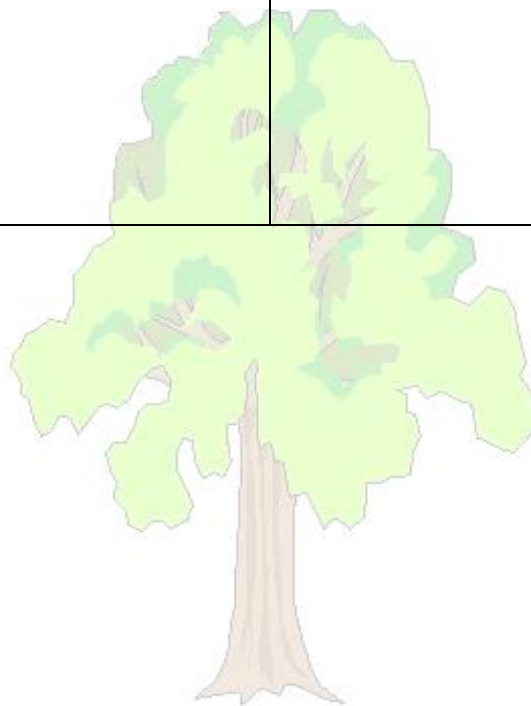


Year 5 History Long Term Plan

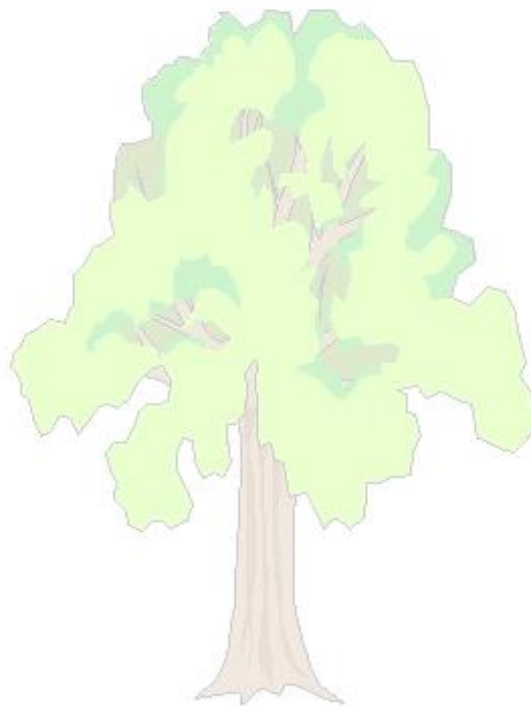
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><i>Was the Victorian Era a dark age or a golden age?</i></p> <p>Monarchy Empire Poverty Progress</p>				<p>What can we learn about life in Ancient Greece?</p> <p>Civilisation Religion Conflict Wealth and Poverty</p> <p>What legacies did the Ancient Greeks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



Term 1 History- Was the Victorian Era a dark age or golden age?			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
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) 	Chronological Understanding I can place current study on a timeline in relation to other studies Knowledge and understanding of people, events and changes in the past I can describe how historical events influence life today (<i>linked with Substantive – progress</i>) Historical Interpretation I can appreciate the significance of historical events and give reasons why some events are more significant Historical Enquiry I can evaluate evidence I can select reliable sources of information to answer questions (<i>will be revisited in Term 4</i>)	Monarchy To know that Queen Victoria was the queen, describe her reign and link with previous monarchs learnt (Queen Elizabeth II, Charles III) Empire To know that the British Empire was one of the largest empires and to understand the link with the monarchy. Poverty To understand the life of poor people during Victorian Britain with a focus on the workhouse, jobs and child labour. Progress To learn about inventions during Victorian times with a particular focus on the railway and how this changed opportunities.	Monarch Empire Reform Influence Primary Source Industrial Revolution
Pupil Offer		Famous People	
Start of unit- Surprise Victorian School Theme Day End of Unit- Class Trip: A Victorian Christmas at Kent Life		Queen Victoria George Stephenson, Isambard Kingdom Brunel and Lord Shaftsbury	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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 <i>Recording focus- ensure pupils are retrieving and using knowledge of monarchs and empire.</i>	LIFE IN THE WORKHOUSE Poverty KS1 Retrieval Discuss what they think life would be like for poorer people based on what they learnt about the titanic (post Victorians- 1912) Pupils will be learning about life in the workhouse. This includes comparing Sources & discussing their reliability.	VICTORIAN JOBS Poverty Pupils will be unpicking the reliability of different sources to understand what Victorian factories were really like for children.	VICTORIAN INVENTIONS Progress Year 3 Retrieval Recap progress from prehistory to beyond stone age 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 linking with the influence on life today	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 Pupils will be annotating photos to show what they have learnt.	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

Organisation & Communication	Seesaw	Diary Entry based on life		Timeline of inventions	Debate impact of the railway Writing in role	Seesaw	Discussion Text
Reading & Maths Opportunities	Queen Victoria	Life in the workhouse	Worst Jobs for Kids		The first Trains		



Term 4 & 5 History- What can we learn about life in Ancient Greece? What legacies did the Ancient Greeks leave behind?			
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
HISTORY <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. 	Chronological Understanding I can place current study on a timeline in relation to other studies Knowledge and understanding of people, events and changes in the past I can describe similarities and differences between people, events and artefacts studied. I can study and compare aspects of life for different people. Historical Interpretation I can devise historical questions and independently use a range of reliable sources to find the answer Historical Enquiry I can select reliable sources of information to answer questions	Civilisation and Religion Comparison with Ancient Egypt Conflict To understand the differences between different city states and the conflict between them. Wealth and Poverty Compare lives for the rich and poor in Ancient Greece with a focus on Athens. Government To understand that Athens started democracy but not everyone could vote and not all Greek states had democracy. Progress To understand how Ancient Greece influenced life today (democracy/theatre/Olympics/language/inventions/maths/science)	Theatre, religion, democracy, civilisation, citizens, culture, Athens, Sparta, Olympia hoplite, myth, Olympics, Parthenon
Pupil Offer		Famous People	
Ancient Greek dress up and theme day		Aristotle	

Term 4 & 5	Week 1	Week 2	Week 3 and 4	Week 5 and 6	Week 7 and 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 Religion Pupils will be learning about Greek Gods and Goddesses and learning about their importance- they will also be comparing similarities and differences with Egyptian beliefs.	Olympics Religion, Conflict Pupils will be learning about the Olympic games but then considering why this was important linked with life in Ancient Greek Times (this includes links with religion & conflict) Retrieval- BIG QUESTION Progress What legacies did the Ancient Greeks leave behind? Prior Unit Retrieval Retrieve knowledge of progress made during Victorian times. 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.	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 Prior Unit Retrieval Based on Victorian unit and knowledge so far, predict how they think lives of the rich and poor would compare. 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

Organisation and Communication	Fact File based on Greek Gods Comparison	Persuasion	Report	Venn Diagram Debate & Persuasion	Non-Chronological Report
Reading & Maths Opportunities	Democracy	Olympics	City States	Sparta	

