Year 5 History Long Term Plan

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

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Term 1 History- Was the Victorian Era a dark age or golden age?			
National Curriculum Links	**Disciplinary Knowledge**	**Substantive Knowledge**	**Key Vocabulary**
HISTORY • 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 *(linked with Substantive – progress)* **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 *(will be revisited in Term 4)*	**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 *Recording focus- ensure pupils are retrieving and using knowledge of monarchs and empire.*	**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		

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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 • 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	

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