

Year 5 History Curriculum Overview

Term	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Year Group Theme	HELIOSPHERE		OBSIDIAN		MEANDER	
Subject Focus	Ancient Greece-the legacy for present-day Britain		The Maya			
Essential Questions/ Key concepts	What did the Ancient Greeks ever do for us? Alliance-City-state-Military-Democracy-Power-Belief-Nation-Society-Law-Trade-Myth		Why do some civilisations fail? Why do we know so much about some places and very little about others? Empire-Collapse-Power-Famine			
National curriculum-knowledge and skills	<ul style="list-style-type: none"> - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world - Ancient Greece – a study of Greek life and achievements and their influence on the western world 		<ul style="list-style-type: none"> -a non-European society that provides contrasts with British history -know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 			
Spark, Trips, Visitors, events	British Museum-Parthenon Marbles, interactives / Parthenon-Architecture Workshops		British Museum-Maya			
Diversity/PSHE links	How do we make our voices heard? Why is representation important? Who owns the artefacts in museums? Should we repair the damage of previous generations? Are we responsible for the mistakes of our ancestors?		Peoples of Mexico-native Americans and colonisation			

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Maestro/Cross - curricular links	Groundbreaking Greeks Gods and Mortals	Hola Mexico! Darwin's Delights	
Key vocabulary	Acropolis, architect/ure, Athenian, citadel, city-state, civilization, democracy, empire, mathematician, mythology, Parthenon, philosopher, warrior, Hellenic, conquer, hoplite, labyrinth, Olympus, Peloponnesian War	Civilisation, climate, culture, diverse, equinox, heritage, tradition, pyramid, sacrifice, glyph, codex, cacao	
Skills progression	<ul style="list-style-type: none"> • 5a When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels • 5b I can place historical periods I have studied as well as information about my topic on a timeline • 5c I use dates and historical period terms accurately • 5d I can describe changes within and between periods and societies I have learned about • 5e I can describe similarities and differences in society, culture and religion in Britain at local and national levels • 5f I can give some reasons for and results of historical events, situations and changes • 5g I can suggest which people and causes and consequences of change are more important • 5h I can suggest some reasons why there are different accounts and interpretations of the past • 5i I compare sources of evidence to help me identify reliable information • 5j <i>My written answers are well rounded with: +well-organised with clear conclusions +supported by evidence (from my sources) and reasons +make good use of dates and historical terms</i> 		
Prior knowledge check	Where is Greece? When was Ancient Greece? Why do we remember? What was special about Greek myths?		
Assessment	<p>By the age of 11:</p> <p>How do these events fit together? What order should they go in? How are they linked?</p> <p>What are the key things that happened during _____? What are the key achievements of the _____? Who are the most important people during _____?</p> <p>How did science/technology/culture/art change during _____? · What are some of the similarities and differences between _____ and _____?</p> <p>Why do you think _____ happened? What happened because of _____?</p> <p>How are _____ and _____ linked together? Do you think _____ would have happened if _____?</p> <p>What do you notice about these _____ (images/artefacts/films/recordings/texts) of _____?</p> <p>Tell me about _____.</p> <p>What was interesting/special about _____?</p> <p>How is _____ different from _____? · Why did the _____ _____? · What were the causes of _____?</p> <p>How were _____ and _____ similar? · What would a _____ think about _____?</p> <p>What different things do these two sources tell you about _____?</p> <p>Why don't people agree about _____? · Is _____ a hero?</p> <p>Use this _____ to tell me about _____? · What questions about _____ CAN'T you answer with this source?</p>		

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	Show me all you know about _____ by using a _____.
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