

History Curriculum Overview

Year 5

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	Ancient Greece	<p>Develop an awareness of ancient Greece - a study of Greek life and achievements and their influence on the western world. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Note connections, contrasts and trends over time.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Order a number of significant events from ancient Greek times on a timeline.</p> <p>Identify some of the impacts of Alexander the Great's Empire.</p> <p>Research and describe some key features of the everyday lives of people living in ancient Greece.</p> <p>Name some similarities and differences between life in ancient Athens and life in ancient Sparta.</p> <p>Answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.</p> <p>Make some comparisons between the modern and ancient Olympic Games.</p> <p>Find out about some ancient Greek gods and goddesses.</p> <p>Use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the</p>	<p>I can explore some of the key events during the ancient Greek period.</p> <p>I can examine how Alexander the Great's Empire grew and the effects of this.</p> <p>I can research aspects of daily life and society in ancient Greece.</p> <p>I can make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.</p> <p>I can explore the Olympics in ancient Greek times through examining primary sources.</p> <p>I can explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.</p>	<p>Ancient City State Civilisation Democracy Empire Legacies Myth</p>

			usefulness of different sources.		
<u>End of unit assessment</u> <u>Working at</u>					
<u>Working towards</u>				<u>Working above</u>	
2	Vikings	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.</p> <p>Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Explain where and why some Viking raids or attacks took place. Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild.</p> <p>Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life, e.g. religion, cultural traditions and crime and punishments.</p>	<p>I can explain when and where the Vikings came from and why they raided Britain.</p> <p>I can compare the significance of Anglo-Saxon kings during the Viking period.</p> <p>I can explain who King Ethelred II was and say when and why Danegeld was introduced.</p> <p>I can identify and explain key aspects of Viking life.</p> <p>I can explain how the legal system worked in Anglo-Saxon and Viking Britain.</p> <p>I can explain how the last Anglo-Saxon kings shaped Britain.</p>	<p>Viking Raider Invader Scandinavia Europe Shield god /goddess Kingdom</p>

<u>Working towards</u>		<u>End of unit assessment</u>		<u>Working above</u>	
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>	
3	Monarchy - local study	Develop a chronological understanding of Monarchy and aristocracy in Northumberland. Address and devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information about Northumberland.	Use family trees to understand the chronology of the Dukedom of Northumberland. Ask and answer questions using varied sources including the castles themselves.	I can say who the Percy family was. I can say what aristocracy means understanding different titles. I can describe the power of different castles on the local landscape. I can explain the impact of Alnwick castle on the local area. I can explore the legacy of the Dukedom of Northumberland.	Aristocracy Family tree Percy family Title Dukedom
<u>Working towards</u>		<u>End of unit assessment</u>		<u>Working above</u>	
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>	