

History Curriculum Coverage: Year 5

Expected Vocabulary. NC Objectives. Intended activities. Prior learning for Y6

	National Curriculum Objective	Knowledge/Activity	Vocab
Autumn one Why did the Vikings invade?	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> *Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire *Scots invasions from Ireland to north Britain (now Scotland) *Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture *Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> *Viking raids and invasion *resistance by Alfred the Great and Athelstan, first king of England *further Viking invasions and Danegeld *Anglo-Saxon laws and justice *Edward the Confessor and his death in 1066 	<p>1. What was life like in England at the end of the 4th century?</p> <p>Look at the roman legacy and why/how it ended. Discuss cause and consequence. Eg the Roman empire was too big and difficult to control as a consequence the Romans had to leave Britain to defend Rome.</p> <p>2. Where did the Anglo-saxons come from?</p> <p>Geography link maps of Europe. Who were the Anglo-Saxons? - BBC Bitesize</p> <p>3. Why did the Anglo-Saxons settle in Britain?</p> <p>Look at different reasons why Anglo-Saxons came to Britain. Good and bad.</p> <p>4. What was discovered at Sutton Hoo and what can we learn from it?</p> <p>Look at aerial photos of Sutton Hoo site. What do the children think is there? Measure out a 27 site on school field to give chn an idea of how big the ship was. Discuss reasons why ship was buried etc and the artefacts that archaeologists discovered. Photos at The Anglo-Saxon ship burial at Sutton Hoo British Museum</p> <p>5. How was Anglo-Saxon Britain ruled? (geog link)</p> <p>Look at the 7 kingdoms of Britain under Anglo-Saxon rule linking to map of uk today.</p> <p>6. Who were the Vikings and why did they carry out raids?</p> <p>Link to geog locate Scandinavia and Norway in particular on map. What do you think life was like there? Read theories why historians think the Vikings invaded. Look at where they settled and Danelaw map labelling activity and resources that were raided from</p>	<p>invade</p> <p>Settle</p> <p>Cause</p> <p>consequence</p> <p>pagan</p>

		<p>the countries Make a Viking long boat on shields add key vocabulary to explain what they have learnt about the Vikings.</p> <p>7. Who did the Vikings worship? Look at different Viking gods, linking back to knowledge of Roman, Egyptian and Greek gods. Focus on Odin and Loki as gods of magic and mischief. Link to computing and create a green screen film. (see computing planning) days of the week extension.</p> <p>8. What happened in 1066? Historical knowledge then link to DT create a scene from Bayeux tapestry.</p>	
<p>Spring</p> <p><i>What is the landscape of North America like?</i></p>	<p>Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>1. Link to English and the story of Henry Box Brown. Remind chn of Sir Francis Drake and his voyages to Africa to get slaves and Christopher Columbus discovering America. Should also remember the story of Rosa Parks. Use Henry Box Brown story to discuss slavery and introduce the American civil war and North vs South. Explain North winning but still problems in America (and around the world) with racism. Chn to write a letter pretending they are Henry Box Brown to his wife telling her that he has reached safety and how he is now free.</p>	<p>Slavery Civil Rights Civil War Slave Racism</p>
<p>Summer</p> <p>Who were the Ancient Mayans?</p>	<p>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>1. When and where did the Maya live? Use powerpoint to introduce where the Maya lived. Review knowledge of BCE and CE. Place on class time line and discuss what was happening in the UK at the same time. (link to geog and maths) locate Mexico, Guatemala, Belize Honduras and El Salvador on class map. Link to previous topic on</p>	<p>Civilisation Drought Scribes Codices Society</p>

		<p>North America. Explain grid reference sheet and complete. Timeline introduction and question raising linking to what was happening in the UK at the time.</p> <ol style="list-style-type: none"> 2. Why were the Maya so successful? Use powerpoint to introduce jobs and structure of Maya society. Complete Maya jobs fact file sheet using pictures from pyramid of hierarchy. 3. How do we know about the Maya? Look at first set of artefact info on powerpoint. Show chn a selection of photos/ replica Maya artefacts. Choose at least 2 to draw and then describe what they think it is, how it was used and what it tells us about the lives of the Maya. 4. Who did the Maya worship? Design your own Maya god using the Design a Maya God worksheet (side profile) 5. What did the Maya eat? Food (link to DT) the history of chocolate 6. What caused the end of the Maya civilisation? Decline of the Maya civilisation 	
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