

Year 5 and 6 History

Questions to Develop Children's Spirituality in History:	Is history always accurate? Does it depend on who tells the story? How important is it that we learn about the past? If history is in the past why do we need to know about it now? What difference does it make to know about history, is there a difference to how you are with other people? What would you like people to remember about you?
Development of the child:	Self-awareness, reasoning, open-mindedness, appreciation and questioning.

Year 5 and 6 History

<p>Topic: Britain's settlement by Anglo-Saxons and Scots Subject: History</p>	<p>Prior Knowledge/Links: What the Romans Did For Us Y3/4 Children should already know: This unit of work covers the period of history immediately after the Roman occupation of Britain, so it is important to make those links to develop their understanding of the chronology of Britain's history. Attention can be drawn to the places that have retained their Roman names (or versions of them) when looking at Anglo-Saxon place names.</p>
<p>National Curriculum Objectives A study of Britain's settlement by Anglo-Saxons and Scots. (Lead subject of A Kingdom United unit).</p>	<p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • To know that the Romans withdrew from Britain in c. AD 410 and to know some of the reasons why. • Subsequent invasions & settlements by Anglo-Saxon and Scots. • Knowledge of the kingdoms of Anglo-Saxon Britain – the tribes and places of settlements. • Investigate areas of modern Britain that retain Anglo-Saxon place names. • Explore some Anglo-Saxon art and design and culture – lettering/runes/designs. • Culture - link to Anglo-Saxon tales in English lessons e.g. Beowulf. • Learn about Anglo-Saxon burials – basis for some learning about religious beliefs and Anglo-Saxon gods. • Conversion to Christianity of Anglo-Saxon kings and communities – link to wider understanding of the spread of Christianity – draw on knowledge of missionaries (the journeys of St. Paul are taught in the summer term). <p>For the above events, the children should develop an understanding of the chronology of key events and that these events occur across a long period of time – approx. 650 years. The events should create a clear narrative across the period of study. They should be aware of the importance of certain key events – the concepts involved & the impact these had on British society.</p> <p style="text-align: center;">Why did the Anglo-Saxons choose to settle in Britain after invading?</p>

<p>Topic: Early Islamic civilisation Subject: History</p>	<p>Prior Knowledge/Links: Water, Water Y3/4</p>
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Year 5 and 6 History

	<p>Children should already know: The children will have learned about the development of a civilisation and how important a river was in the development of agriculture and industry. They will understand how inventions helped that civilisation to prosper – it will be easy to draw these sorts of parallels with the rise of the Islamic Empire.</p>
<p>National Curriculum Objectives</p> <p>Baghdad – an early Islamic civilisation – a study of a non-European society that provides contrast with British history.</p> <p>Lead subject of ‘Inventors and Inventions’ unit.</p>	<p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • Explain how Muhammad founded Islam. • Learn about the rise of the Islamic Empire: compare and discuss the timeline for 10th & 11th century in Northern Europe & the Islamic Empire. • Know why Al Mansur chose to build his city in that particular location. • Know what the House of Wisdom was and what happened there. • Know that books/texts from the ancient Greeks and Romans were gathered up and translated into Arabic so that great advances could be made in science, technology and medicine. • Compare how early Islamic and European medicine was different in the Middle Ages. • Describe how the work of early Islamic doctors has influenced modern medicine. • Describe in detail an early Islamic invention or discovery. • Investigate what life was like in Baghdad AD 900 and compare to life in London AD 900. <p style="text-align: right; color: blue;">How did life in London compare with life in Baghdad in AD 900?</p>

Year 5 and 6 History

<p>Topic: Ancient Greece Subject: History</p>	<p>Prior Knowledge/Links: What the Romans Did For Us Children should already know: They should know some aspects of Roman life and innovation. They will have used a timeline of the Roman Empire to see where the period of Britain's occupation lay on that timeline – so there will be chronological links to the Classical Period. There is also crossover between the end of the Stone Age and the Minoan civilisation. There are also links to their work on Ancient Egypt and their understanding of the development of a civilisation.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The legacy of Greek culture (art, architecture, sport) on later periods in British history.</p> <p>Lead subject of 'Faster, Higher, Stronger' unit.</p>	<ul style="list-style-type: none"> • To know when and where the Ancient Greek civilisation existed and place it on a timeline: <ul style="list-style-type: none"> ▪ Minoan civilisation: circa 3000BC to 1450BC. ▪ Mycenaean civilisation: 1600BC to 1100BC. ▪ Classical age: circa 500BC to 146BC. • To compare the lives and status of men, women and slaves. • To learn about the lives of boys and girls and think about what we can learn from studying their toys. • Look at Ancient Greek art and architecture. Learn about the Parthenon and compare its design to that of Victorian buildings inspired by classical Greek architecture. • To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped (links to English unit based on Ancient Greek myths). • To research and describe an Ancient Greek artefact – pottery. • To learn about democracy in Ancient Greece and how this political system worked. • To learn about Greek warriors and the Battle of Marathon. • To learn about the Ancient Greek Olympics and how the games have changed over time. <p>Every 4 years, this topic will coincide with the Olympic games – 2024, 2028 etc. so there will be many opportunities for cross-curricular links. In the past, in the summer term of 2012 and 2016 the class has been split into teams competing for a selected Olympic country with a medal table. Medals were earned for academic work, homework as well as sporting competitions. It is an opportunity to delve into the Olympic history of those nations and the process of Olympic committees and governments</p>

Year 5 and 6 History

	<p>putting a bid and the games together. We have also taken part in large-scale sporting events with flag parades, opening and closing ceremonies. In 2012, we also had the Olympic torch in school and met athletes competing in the games.</p> <p style="text-align: center;">What can historians learn about Ancient Greece from studying its pottery?</p>
<p>Topic: The Transatlantic Slave Trade & the History of 20th Century Music Subject: History</p>	<p>Prior Knowledge/Links: Children should already know: Children will gain a wide knowledge of musical genres through the Charanga scheme of work. Our units have been chosen to reflect a diverse, multicultural selection of music from around the world. Our wider curriculum will also provide children with an understanding of some of the main themes of this unit – racism, injustice, & some of the issues facing modern African countries.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>To gain historical perspective by 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.</p>	<p>There are two separate but interconnected aspects of history – the Transatlantic Slave Trade and its connections to local history – the social and economic history of Lancashire and Liverpool; and the history of western 20th Century music, which has its roots almost entirely in African-American musical styles created by the descendants of slaves.</p> <p>The development of this sequence of lessons was also necessary in broadening the multi-cultural experience and knowledge of the children in our school.</p> <ul style="list-style-type: none"> • To know when and where African slavery began and to identify some of its main causes. • To understand the ‘triangle of trade’ and to label it on a world map. • To reflect on the experiences of a slave abducted from a village in West Africa. • To know about the treatment and suffering of slaves during the Middle Passage (sensitive subject matter – can use the Passage animation). • To learn about the experience of slaves on plantations in the Americas. • To learn about Lancashire’s role in the Transatlantic slave trade and its link to the economic growth of the region – contrast size/population/buildings of Liverpool before and after involvement in the trade. • Links to English work based on Harriet Tubman. • Potential visit to International Slavery Museum in Liverpool. <p>For the history of 20th Century music content, the children will work chronologically, learning about key musicians and key songs in the development of musical styles. They will learn the key features and sounds of each genre, but will also learn some of the historical context and importance of each genre.</p> <p>Genres include – spirituals and work songs (of slaves), jazz, the blues, gospel, soul, rhythm & blues, rock ‘n roll, funk, reggae, hip hop, house and techno.</p> <ul style="list-style-type: none"> • To learn about some of the experiences of African Americans in the 20th Century to understand some of the long-term effects of the Transatlantic slave trade. • To understand how ‘black’ music is appropriated, packaged and sold to a ‘white’ audience.

Year 5 and 6 History

	<ul style="list-style-type: none"> • To learn about the explosion of rock 'n roll in the 1950s and the rise of the 'pop' phenomenon in the 1960s. Learn about the rise of popularity of The Beatles (local history – possibility of visit and interview of a Cavern Club regular who was an eyewitness to their early days). • To learn about the social and economic conditions in the Bronx, New York at the start of the 1970s and how oppression, poverty and creativity led to the birth of hip hop music and culture. <p style="text-align: center;">What role did Lancashire have in the Trans-Atlantic slave trade?</p>
<p>Topic: The Viking and Anglo-Saxon struggle for England Subject: History</p>	<p>Prior Knowledge/Links: Britain's settlement by Anglo-Saxons and Scots Children should already know: Due to the nature of our rolling programme for a mixed age class, children may or may not have studied the Anglo-Saxon settlement prior to this learning. If they have, then the units will be taught chronologically – and it's very much a case of 'what happened next'. If they are in a cohort who are taught this unit in Y5 and the other in Y6 then that underlines the importance of teaching chronology and timelines. Lots of reference can be made between the two units – looking at tribes and their location in Northern Europe while Britain is being invaded and settled by the Anglo-Saxons etc.</p>
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<ul style="list-style-type: none"> • Place key events on a timeline from Viking raids on Lindisfarne in 793 to the death of Edward the Confessor in 1066. • Learn about the Viking raids and their longboats and tactics/methods. • Revisit learning on kingdoms of Anglo-Saxon Britain and see how control of kingdoms changed during this period of Viking invasion. Learn about the system of taxation known as the Danegeld. • Learn about Alfred the Great (848-899), first king of England, and the resistance he led against the Vikings. • Research Anglo-Saxon laws and justice. • Learn about Edward the Confessor. Research the canonisation of Edward in 1161, around a century after his death. Find out about more English saints – how are they commemorated? Which ones have feast days or places named after them? When and where did our national saints live? <p style="text-align: center;">How did the Anglo-Saxons view the Vikings?</p>

Year 5 and 6 History

<p>Topic: Beside the Seaside – holidays and tourism in Victorian Britain</p> <p>Subject: History</p>	<p>Prior Knowledge/Links: The Place Where I Live</p> <p>Children should already know: Children will have looked at local maps and seen how Westhead and the surrounding area has changed over time. They will have seen how transport links – roads, canals, train lines etc. have impacted the development of settlements – all very relevant when studying the growth of seaside resorts, largely due to accessibility by train.</p>
<p>National Curriculum Objectives</p> <p>Study an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066.</p> <p>Study a significant turning point in British history, for example, the first railways.</p>	<p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • Opportunity to do some extended work on timelines – we can look at approx. 430 years of British history, including the rise and fall of the British Empire, WWI and WWII, key events in the Transatlantic Slave Trade, the Victorians, and key events from our music history topic. We can also place our Victorian school and church’s history in this context. • Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. <i>Victorian era; turn of the century; pre-war; inter-war; post war; the sixties.</i> • Research early forms of holidays – medieval pilgrimage, the Grand Tour, Spas, and the seaside holiday. Compare and contrast the experiences of the wealthy and working class people. Compare each of these with modern ideas about holidays. Discuss changes over time. • Research the first British seaside resorts (Margate and Scarborough). • Learn about the first railways in Britain and their development into a national railway network. • Study the impact that the railway system had on the Victorian economy and the rise of British holiday resorts. • Look at rail links to Southport and Blackpool in Victorian times and find out where holidaymakers travelled from. • Use sources of evidence such as photographs and diaries to find out about the experiences of people who used the railways to go on holiday. • Research how holidays have changed since Victorian times. <p style="text-align: center;">What was the significance of the development of British railways on British leisure time?</p>