



Year 5 History Curriculum Overview

The Big Picture

The history of Western civilisations began with the Greeks. This civilisation was responsible for many ideas and advances in the fields of art, architecture, mathematics, literature, politics, sport and science. Many of these were adopted and spread further by the Romans. For 600 years, the Romans ruled most of Europe, North Africa and the Middle East, with many well trained armies being one of their greatest weapons. The Romans were able to influence and develop many countries through the customs and innovations their armies brought to the conquered people.

This unit looks at the rule of The Romans through to the fall of the Western Roman Empire which allowed for new invaders and settlers in Britain such as the Vikings and the Anglo-Saxons.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and children will have studied significant people and be able to use historical language to explain this.

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.

Children will be beginning to understand the monarchy and important figure heads within this — such as Queen Victoria during the Victoria Era.

Children will understand pre-history and how that developed into early civilisations like Ancient Egypt and Ancient Greece.

Year 5 History – The Great, The Bold and The

NC objectives – Key Stage 2

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- **The Roman Empire and its impact on Britain**
- **Britain's settlement by Anglo-Saxons and Scots**
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Key unit objectives

Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint

To know that the Roman era was from 27B and lasted over a thousand years.

To be able to explain why the Romans and Celts had different views or the Anglo-Saxons and the Scots. – Boudicca(Celts), Julius Caesar (Romans).

To know about Julius Caesar's first failed attempt to invade Britain in 55BC and the part the Celts played in this. Discuss different viewpoints and why this happened.

To know about the conquest of Britain by the Romans in 43AD.

To know what life was like for an Anglo-Saxon and the kingdoms of the time.

Identify how the Vikings came to power and how the Romans influenced this

To understand why the Vikings were so successful against the Saxons initially

Recognise who was responsible for the decline of the Viking reign and became the first

Anglo -Saxon King of England

To know what happened in the Battle of Brunanburh (937AD) and its importance in the Anglo-Saxon and Viking struggle for power.

Identify what 'Viking' means and why 'Anglo Saxon' referred to this group of people.

Be able to enquire into historical issues and their effects on people's lives

Be able to find out about aspects of the past from a range of sources

Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied

Be able to describe and make links between the main events, situations and changes both within and across periods

Be able to describe how the history of one country affects that of another

Be able to ask and answer questions about the past

Be able to select and record information relevant to an historical topic

Be able to place the events, people and changes in the periods they have studied into a chronological framework

Key Questions

How did the Romans influence Britain today?

How did the Anglo-Saxons influence Britain today?

Were the Vikings right to raid Britain?

Key vocabulary and understanding for concept connectors

Roman Britain was a time where the Romans controlled Britain from **43AD to 410AD**.

Anglo-Saxon refers to the Germanic inhabitants of England from the **5th century** to the Norman Conquest.

Vikings came to Britain in **793AD**, where they raided a church on **Lindisfarne Island** – just off the coast of **Northumberland**.

Scots formed the country of **Alba** – now known as Scotland.

Edward the Elder – son of **Alfred the Great** – became the first **Anglo-Saxon King of England**.

The Battle of Brunanburh was fought between **King Athelstan (Alfred the Great's grandson)** and an army of invading **Vikings and Scots**. The **Anglo Saxon's** won.

Key Texts

Empire's End – A Roman Story – Leila Rasheed

Queen of Darkness – Tony Bradman

Beowulf – Michael Morpurgo

Viking Boy – Tony Bradman

Viking Voyages – Jack Tite



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The Big Picture

Continuing to move through time chronologically, it is important for children to understand that history was not just happening in Britain. Around the world, many other civilisations were developing and expanding across the globe. In this unit, children will learn about those civilisations such as the Maya, Benin City and the Islamic Empire as well as understand the reasons behind their rise and dominance, and their eventual decline. Children will be able to use their knowledge of British history to compare and contrast what was happening locally to across the world.

Year 5 History –
AD 900

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. Children will have studied significant people and be able to use historical language to explain this.

Children will be able to decide if sources are primary or secondary and will begin to interrogate these sources. They will also understand what artefacts are and that they are often kept in museums.

Children will understand the monarchy and important figure heads within this – such as Queen Victoria during the Victoria Era.

Children will understand pre-history and how that developed into early civilisations like Ancient Egypt and Ancient Greece. Children will have also studied the history of Britain and will know how the Romans, Anglo-Saxons, Scots and Vikings impacted this.

NC objectives – Key Stage 2

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- **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.**

Key unit objectives

- To know the characteristic features of each society.
- To know about the ideas, beliefs, attitudes and experiences of people in the past in these societies.
- To use primary and secondary sources to enquire about life in these times.
- To compare religious practices with that of previous civilisations taught.
- To know about the social, cultural, religious and ethnic diversity of each society.
- To know the importance of the Maya calendar.
- To compare each society to find similarities and differences despite being in different geographical locations.
- To know that the British Empire was the reason for the decline of Benin City.
- To know what was considered to be the Islamic Golden Age.
- To know the Islamic Empire began to decline due to The Crusaders and The Mongols.

Key vocabulary and understanding for concept connectors

An **empire** is where one state/country **rules** over another sate/country.

Classic period of **Mayan** culture – 250AD-900AD (**Can sometimes be seen as 250CE-900CE – meaning Common Era**)

Benin City 900AD(CE) was the capital of the **Edo Empire**.

British troops set fire to Benin City in 1897.

Islamic Empire – 622AD(CE) was the largest empire the world had ever seen – bigger than The Roman.

Key Questions

- What were the main similarities between each society?
- What were the main differences between each society?
- How did the lives of people in the society compare to life in Britain?

Key Texts

- The Chocolate Tre: A Mayan Folktale – Linda Lowery
- The Great Kapok Tree – Lynne Cherry
- Diary of an Edo Princess – Fidelia Nimmons
- Daily Life in the Islamic Golden Age – Don Nardo
- A range of non-fiction books to support with sources.