

History in Year 5

Topics: Ancient Greece (Term 2), Victorians (Term 3 & 4)

Ancient Greece

National Curriculum Statement:

- Pupils should be taught about Greek life and achievements and their influence on the western world

Knowledge & understanding:

- Origins: What is meant by the Ancient Greek era? What came before?
- Everyday life: What was life like for the ancient Greeks? How does it compare with other periods studied? What was life like for different groups of people e.g. men / women?
- Changes: How did life change during the ancient Greek era?
- Impact: How has the ancient Greek era impacted on subsequent periods and the western world?
- Ending: What led to the end of the ancient Greek era and why?

Skills: Teaching will be through the skills listed below and less through direct teaching

- Chronology:
 - Place events previously studied on a timeline Great fire of London, medieval, when school built, dinosaurs, when born, Stone Age, Anglo Saxons, WW2, Ancient Egyptians
 - Sequence artefacts from the previous mentioned eras.
 - Sequence key events
 - Use relevant terms and period labels
- Enquiry:
 - Ask questions about the ancient Greeks
 - Answer questions using a balanced range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, internet searches.
 - Begin to identify primary and secondary sources
 - Select the most relevant information
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Draw conclusions from information gathered e.g. what have we learnt? What was the cause and result of great events?
 - Make comparisons with one other period studied and modern day
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use and understand appropriate historical vocabulary
 - Begin to use abstract terms such as social, industrial, economic

Assessment Questions:

- Can children physically place events / artefacts on a timeline?
- Can they describe at least 3 features of the ancient Greek era (verbally or written)?
- How was life different for different groups of people?
- Were they able to research through a range of sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of the ancient Greeks?
- Can they compare the ancient Greeks with at least 1 other period studied and also modern day?

Victorians

National Curriculum Statement:

- Pupils should be taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Knowledge & understanding:

- Origins: What is meant by the Victorian era? What came before?
- Everyday life: What was life like in the Victorian era? How does it compare with other periods studied? What was life like for different groups of people e.g. men / women?
- Changes: How did life change during the Victorian era?
- Impact: How has the Victorian era impacted on subsequent periods?
- Ending: What led to the end of the Victorian era and why?

Skills: Teaching will be through the skills listed below and less through direct teaching

- Chronology:
 - Place events previously studied on a timeline Victorians, Great fire of London, medieval, when school built, dinosaurs, when born, Stone Age, Anglo Saxons, WW2, Ancient Egyptians
 - Sequence artefacts from the previous mentioned eras.
 - Sequence key events
 - Use relevant terms and period labels
- Enquiry:
 - Ask questions about the Victorians
 - Answer questions using a balanced range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, internet searches.
 - Begin to identify primary and secondary sources
 - Select the most relevant information
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Draw conclusions from information gathered e.g. what have we learnt? What was the cause and result of great events?
 - Make comparisons with one other period studied and modern day
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use and understand appropriate historical vocabulary
 - Begin to use abstract terms such as social, industrial, economic

Assessment Questions:

- Can children physically place events / artefacts on a timeline?
- Can they describe at least 3 features of the Victorian era (verbally or written)?
- How was life different for different groups of people?
- Were they able to research through a range of sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of the Victorians?
- Can they compare the Victorians with at least 1 other period studied and also modern day?

