



Godfrey Ermen Primary School Year 5 History Unit Overview



Autumn Unit 1- Local History	Spring Unit 2- British History	Summer Unit 3-World History
British History beyond 1066: Ordsall Hall and the Tudor Period (Local Area Study)	The Vikings	Ancient Greece
<p>L1: I can share what I already know about the Tudor Period and Ordsall Hall.. Timeline work plotting period studied and revisiting previous periods studied. HCh</p> <p>What can we tell about Henry VIII from his portraits? HI HE</p> <p><i>Pupils can make deductions based on visual clues;</i></p> <p><i>They can spot similarities between portraits;</i></p> <p><i>They grasp that portraits are a product of the time in which they were painted and understand the reasons why Henry wanted a certain type of portrait.</i></p> <p><i>They can explain why some portraits have become iconic;</i></p> <p><i>The pupils can explain why publishers often change book covers of history books to appeal to the mass market.</i></p> <p>L2::</p> <p>Why was Henry VIII such a controversial monarch? HCh HI HCo HE</p> <p><i>Pupils can name and order some of the main events of Henry VIII life.</i></p> <p><i>To make reasoned judgements as to why some of the main events in Henry VIII reign occurred and why this rendered him controversial .</i></p> <p>L3:</p> <p>Why did Henry really Break with Rome: love or religion? HCh HI HCo HE</p> <p><i>Pupils can sequence between 4 and 6 key events leading up to the Break with Rome;</i></p>	<p>L1: I can share what I already know about the Viking Period. Timeline work plotting period studied and revisiting previous periods studied. HCh</p> <p>What image do we have of the Vikings? HI</p> <p><i>Pupils pick out three stereotypical features from today's media coverage and popular perceptions</i></p> <p><i>They know where the Vikings came from and why they attacked</i></p> <p><i>They know that the Vikings were a real threat from the sea</i></p> <p><i>They can locate the Vikings in time in relation to the Romans and Saxons</i></p> <p><i>The more able grasp that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066.</i></p> <p><i>Pupils learn to pose historical questions about Viking ships and prowess of their crew.</i></p> <p>L2:</p> <p>Why have the Vikings gained such a bad reputation? HI HE</p> <p><i>Pupils understand how the Vikings gained their reputation</i></p> <p><i>They understand that it was exaggerated by the accounts written by monks</i></p>	<p>L1 I can share what I already know about the Ancient Greeks Timeline work plotting period studied and revisiting previous periods studied. HCh</p> <p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? HI</p> <p><i>Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends.</i></p> <p><i>They can locate Ancient Greece, Crete, Athens and Sparta on a map.</i></p> <p><i>Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age</i></p> <p><i>Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.</i></p> <p><i>Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings</i></p> <p><i>Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots.</i></p> <p>L2 &3</p> <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? HI HCo HE</p> <p><i>Pupils learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves.</i></p>

HI- Historical Interpretation
HL- Historical Locality
HE- Historical Enquiry

Co- Historical Communication (Runs throughout all units and lessons)
HCo- Historical Concepts
HCh- Historical Chronology



Godfrey Ermen Primary School Year 5 History Unit Overview



<p><i>Pupils can analyse factors rather than simply describe events;</i></p> <p><i>They can group factors e.g. to do with religion, love for Anne etc, study a contemporary letter and make deductions from it;</i></p> <p><i>They can confidently assert their own opinion, backed up by relevant evidence.</i></p> <p><i>To understand how the English Reformation has shaped our lives today.</i></p> <p>L4: How different was life for people at different levels of society living in Tudor times, and how do we know? HI HCo HE</p> <p><i>Pupils can make deductions about relative wealth of individuals from their inventories;</i></p> <p><i>They can match the owners of inventories with images of the houses they would have lived in and explain their reasoning;</i></p> <p><i>They can analyse the inventories to work out which were the highest value items;</i></p> <p><i>Pupils can analyse a photo of a Tudor palace and make deductions as to what was novel about it.</i></p> <p>L5: Who lived in Ordsall Hall and what was life like in Salford in Tudor times? HI HL</p> <p><i>Pupils conduct a visit to Ordsall Hall and take part in tasks learning about the Radclyffe family, Tudor celebrations, food and homes as well as discovering how different life was for rich and poor people during the period in Salford.</i></p> <p><i>Pupils to record their findings.</i></p> <p>L6: Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? HI HCo HE</p> <p><i>Pupils learn that there was not only one monarch in the Tudor period but two; Elizabeth I.</i></p>	<p><i>They grasp that until recently monks' records were main source of evidence</i></p> <p><i>They can distinguish between a Saxon and Viking account of the same event</i></p> <p><i>Pupils understand that history can be abused in interests of a good story/headline/stereotype.</i></p> <p><i>Pupils understand that most negative accounts come from period when they were raiding.</i></p> <p>L3: How did the Vikings try to take over the country and how close did they get? HCh HI HCo HE</p> <p><i>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors</i></p> <p><i>They can identify at least one period when the Vikings were successful and another when they were not.</i></p> <p><i>They understand the importance of the Danelaw as an area of Viking settlement.</i></p> <p><i>They can identify, analyse and explain 2 or 3 turning points in Viking fortunes.</i></p> <p>L4: How have recent excavations changed our view of the Vikings? (Focus on Jorvik/Murton Park) HI HE</p> <p><i>Pupils grasp the significance of archaeological evidence esp. recent finds at Jorvik</i></p> <p><i>They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they</i></p>	<p><i>They can draw inferences from evidence on pots going beyond the literal.</i></p> <p><i>They can make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots.</i></p> <p><i>Children grasp the diversity of life style depending on position within society and know the influence of the large slave population.</i></p> <p><i>They learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps.</i></p> <p>L4 & 5 Why was Athens able to be so strong at this time? HCh HI HCo HE</p> <p><i>Pupils should be able to show on a timeline the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon. They should list 3 reasons why Athens was so dominant. Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, Athenian strengths</i></p> <p><i>Pupils can compare different versions of the Battle of Marathon and give 2 or 3 valid reasons why textbook accounts might differ. Pupils grasp how the battle affected both Athens and Persia Pupils understand that dominance of Athens was short-lived</i></p> <p>L6 How did life in 5th Century BC Athens shape democracy? HI HCo HE</p> <p><i>Pupils understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues. Pupils know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy.</i></p> <p><i>Pupils understand that this would not have been possible without the slave culture which gave men time to think and cultivate interests</i></p> <p>L7&8: What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? HI HE</p> <p><i>Pupils understand that the Olympics were not just athletic events</i></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

HI- Historical Interpretation
HL- Historical Locality
HE- Historical Enquiry

Co- Historical Communication (Runs throughout all units and lessons)
HCo- Historical Concepts
HCh- Historical Chronology



Godfrey Ermen Primary School Year 5 History Unit Overview



<p><i>Pupils learn that Elizabeth used portraits to control her image; they grasp that it was necessary for her to be shown as younger and more virtuous than she was especially in the 1590s when the problem of succession loomed;</i></p> <p><i>Learn to be cautious when using the images of Elizabeth, knowing that they were a form of propaganda.</i></p> <p><i>They learn that historians are careful to consider the provenance and purpose of sources and do not take them at face value.</i></p> <p>L7:</p> <p>How was Elizabeth able to defeat the mighty Spanish Armada? HCh HI HE</p> <p><i>Pupils are able to give at least 3 reasons why England and Spain went to war, (including religion, tension on the high seas)</i></p> <p><i>They can sequence key events in the course of the Armada</i></p> <p><i>They can then analyse reasons for Spanish defeat;</i></p> <p>L8:</p> <p>What can we learn about Elizabethan England by studying how they enjoyed their leisure time? HI HE</p> <p><i>Pupils can list 4-6 main pastimes</i></p> <p><i>They learn to test evidence and see the need to substantiate statements, not just taking them as read without question</i></p> <p><i>They can describe how a visit to the theatre was different for different levels of society</i></p> <p><i>They can distil disparate pieces of information into a coherent whole, picking out those which are most relevant and useful to the target audience.</i></p> <p>Assessment Task:</p> <p>What does the painting tell us about Queen Elizabeth I? What can we learn about the way</p>	<p><i>can see that Vikings were more than simple raiders; they also traded</i></p> <p><i>They grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings</i></p> <p><i>Pupils can look at a source and explain what a historian can infer from it without prompting.</i></p> <p>L5:</p> <p>What can we learn about Viking settlement from a study of place- name endings? HE</p> <p><i>Pupils can locate places with 6 of main Viking suffixes from a given map.</i></p> <p><i>Pupils can detect patterns of occupation and can investigate pre-fixes too.They understand that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.</i></p> <p>L6:</p> <p>Raiders or settlers: how should we remember the Vikings? HI</p> <p><i>Pupils realise that people differ in their view of the Vikings not just at the time - but in later times</i></p> <p><i>Pupils can show that they are aware of both arguments</i></p> <p><i>They see that raiders describe an early part of their contact with Britain, whereas traders the later.</i></p> <p><i>They can select appropriate evidence from given list to support judgement. Most able can identify supporting evidence for themselves.</i></p>	<p><i>Pupils grasp that religion and preparation for war were also critically important</i></p> <p><i>Pupils grasp that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life.</i></p> <p><i>They grasp that their theatres were incredible feats of engineering.</i></p> <p>L9:</p> <p>In what ways have the Ancient Greeks influenced our lives today? HI HE</p> <p><i>Pupils understand the sheer scale and variety of the Greek achievement in so many areas</i></p> <p><i>Pupils grasp that many of the words we use today derive directly from the Greek.</i></p> <p><i>They grasp that the buildings they see around them today have been influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the C18th and C19th</i></p> <p><i>Pupils grasp the achievements of individual Greeks and their contribution</i></p> <p>L10:</p> <p>Assessment Task:</p> <p>What was life like for women in Ancient Greece?</p> <p><i>Pupils can explain the typical life of an Ancient Greek woman.</i></p> <p><i>They can distinguish between the life of the rich and poor.</i></p> <p><i>They can make simple deductions from evidence.</i></p> <p><i>They can evaluate written accounts using simple criteria and apply them to their own writing.</i></p> <p>Revisit mind map and timeline recording new learning and key events within the period.Compare and Contrast with life in other Ancient Civilisations Ancient Egypt (Y3) HCh</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

HI- Historical Interpretation
HL- Historical Locality
HE- Historical Enquiry

Co- Historical Communication (Runs throughout all units and lessons)
HCo- Historical Concepts
HCh- Historical Chronology



Godfrey Ermen Primary School Year 5 History Unit Overview



<p>Elizabeth ruled the country from portraits and paintings like this?</p> <p><i>Clearly grasps issues of power as-well as wealth. She is elevated, literally, in status above her courtiers</i></p> <p><i>Realises there is more to it than power. The painting flatters. Makes use of caption recognising she is shown as younger. Links this to prior knowledge of other flattering portraits.</i></p> <p>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the Roman and Anglo Saxon Periods (Y4) and Egyptians (Y3) HCh</p>	<p><i>They can argue whether history has been fair to the Vikings showing how opinion has changed and why.</i></p> <p><i>They cover: date, the impact of early sagas and monks' accounts, fact that we like to caricature larger than life figures and that archaeological discoveries have forced us to change our views more recently.</i></p> <p>L7:</p> <p>Assessment Task:</p> <p>Look at the two pictures of the Vikings. How are the Vikings shown differently in the 2 pictures?</p> <p>What reasons can you give to explain why we have such different images of the Vikings?</p> <p><i>Q1. Sees the major difference between settled and warlike very confidently with little irrelevance</i></p> <p><i>Q2. Picture 2 shows them to be more aggressive, possibly because it makes a more an exciting picture.</i></p> <p><i>We know that the priests who suffered at the hands of the Vikings were the ones who could write about the attacks. They are bound to give a biased view</i></p> <p><i>Picture 1 is trying to show the other side of the Vikings so that we have a more balanced view.</i></p> <p>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the Anglo Saxon Periods (Y4) and Romans (Y4) HCh</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

HI- Historical Interpretation
 HL- Historical Locality
 HE- Historical Enquiry

Co- Historical Communication (Runs throughout all units and lessons)
 HCo- Historical Concepts
 HCh- Historical Chronology