



**Godfrey Ermen Primary School
Year 5 History Unit Overview 2023-2024**



Autumn Unit 1- Local History	Spring Unit 2- World History	Summer Unit 3-World History
British History beyond 1066: Ordsall Hall and the Tudor Period (Local Area Study)	A non-European society that provides contrasts with British History: The Mayans	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: Why was Henry VIII such a controversial monarch? HCh HI HCo HE <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: 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>I can share what I already know about the Mayans. Timeline work plotting period studied and revisiting previous periods studied. HCh</i></p> <p>Why is it important that we study the Mayans ? HCo</p> <p><i>Pupils are able to speculate and make deductions from a range of visual clues.</i></p> <p><i>They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people. They work out/ know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</i></p> <p><i>They understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing. Pupils know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years, and was at its height AD300- 900. They built some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age with a strong belief system.</i></p> <p>L2: When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? HCo HE</p> <p><i>Pupils are able to offer at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade. The more able grasp how many of these ideas must be speculative. More able can make links with growth of Roman Empire studied earlier and with Ancient Egypt- which had the</i></p>	<p>L1 <i>I can share what I already know about the Ancient Greeks Timeline work plotting period studied and revisiting previous periods studied. HCh</i></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 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>



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<p>Pupils can analyse factors rather than simply describe events;</p> <p>They can group factors e.g. to do with religion, love for Anne etc, study a contemporary letter and make deductions from it;</p> <p>They can confidently assert their own opinion, backed up by relevant evidence.</p> <p>To understand how the English Reformation has shaped our lives today.</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>Pupils can make deductions about relative wealth of individuals from their inventories;</p> <p>They can match the owners of inventories with images of the houses they would have lived in and explain their reasoning;</p> <p>They can analyse the inventories to work out which were the highest value items;</p> <p>Pupils can analyse a photo of a Tudor palace and make deductions as to what was novel about it.</p> <p>L5: Who lived in Ordsall Hall and what was life like in Salford in Tudor times? HI HL</p> <p>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.</p> <p>Pupils to record their findings.</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>Pupils learn that there was not only one monarch in the Tudor period but two; Elizabeth I.</p>	<p><i>Gift of the Nile whereas the Maya had to contend with jungle and mountain.</i></p> <p>L3: What was life like at the height of the Mayan civilisation? HCo HE</p> <p><i>Pupils grasp that artists' reconstructions are based on a mixture of physical evidence and imagination.</i></p> <p><i>Pupils are able to detect patterns in images of everyday life. Pupils use their creative imagination to reconstruct a typical city scape. They understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming. Pupils grasp that Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found. Pupils grasp that lives of common people are very poorly recorded.</i></p> <p>L4: How can we possibly know what it was like there 1,000 years ago? HI HE</p> <p><i>Pupils learn how to raise valid historical questions and to make inferences beyond the literal. Pupils grasp that we learn from:</i></p> <p><i>Present day Maya peoples as well as</i></p> <ul style="list-style-type: none"> •Archaeological remains •Spanish Conquest sources •Artefacts and hieroglyphs •Oral tradition <p><i>Pupils use their contextual knowledge of Mayan life to make plausible suggestions as to possible uses of mystery objects. They learn how to make deductions about the purpose of an object from its physical clues. Pupils understand that we have been able to decipher their glyphs only since the 1960s and there is still much we don't know.</i></p> <p><i>Pupils grasp that much of the Mayan's history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices.</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>
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<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>Only 4 codices survived.</i></p> <p>L5: If the Maya were so civilized, why then did they believe in human sacrifice? HE</p> <p><i>Pupils are able to explain why human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice.</i></p> <p><i>Pupils are able to accord this ancient civilization dignity and respect.</i></p> <p><i>Pupils appreciate that over 1,000 years ago moral values were different in England too.</i></p> <p>L6: How can we solve the riddle of why the Mayan empire ended so quickly? HI HE</p> <p><i>Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain.</i></p> <p><i>Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</i></p> <p><i>They can make a plausible case for one or more reason from the evidence available.</i></p> <p><i>Some will instinctively want to classify and group ideas (e.g. to do with less land/drought/increasing population).</i></p> <p><i>Pupils grasp that historical explanations are often provisional and that new evidence and research techniques cause explanations to be modified.</i></p> <p><i>They grasp that it was probably a combination of factors, rather than one factor alone.</i></p> <p><i>They learn to write in tentative language e.g. might/possibly and can refer to evidence when making their judgement.</i></p> <p>L7: How did the lives of poorer people in Mayan society differ to those who were wealthier? Compare and contrast these with both Roman and Anglo-Saxon society. HCh HI HCo</p> <p><i>To recall and describe some of the main events, people and aspects of their lives from the Anglo Saxon, Roman and Mayan periods, including comparisons within periods such as how the</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) The Mayans (Y5) HCh</p>
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<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>lives of wealthy people were different from the lives of poorer people.</i></p> <p>L8:</p> <p>Assessment Task:</p> <p>What can we tell about Mayan civilization 1,000 years ago from these 3 pictures?</p> <p><i>Refers to all 3 images, picking out the obvious points from each: temples; gods; farming and adding some supporting detail e.g. what was being farmed, which gods they worshipped.</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 Britain and Anglo-Saxons (Y4 Term 1 &2) and also Ancient Egyptian Times (Y3 Term 3) HCh</p>	
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