



History Overview

YEAR: 5

	Unit Title	National Curriculum Coverage			Cultural Capital	Outcomes
		NC	Historical skills	British values		
Autumn	World War II (Local historical study)	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Study a significant turning point in British history.</p> <p>Inspire children's curiosity to know more about the past</p> <p>Equip children to ask perceptive questions, think critically and weigh evidence</p>	<p>Use timelines to place and sequence local, national and international events (5 or more events) Design own timeline to sequence events learned.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Democracy</p> <p>Rule of law</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Trip to Bombed Out church that links to Blitz lesson, as well as sketch parts of the structure to link to artists of WWII art topic.</p>	<p>Children will learn why World War II started and which countries were involved. Pupils will research the impact that WWII had on our local area.</p> <p>Pupils will find out why children were evacuated and where they were sent. Pupils will develop an understanding of what people ate while food was rationed and question if they were able to eat a balanced diet.</p> <p>Children will create a presentation board and present their knowledge in groups to the class.</p>

Spring	The Anglo-Saxons	<p>-Understand the history of Britain as a coherent and chronological narrative, from the earliest times to the present day.</p> <p>-Learn how Britain has influenced and been influenced by the wider world.</p> <p>-Understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrast and frame historically valid questions.</p>	<p>Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>- Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>-Democracy</p> <p>-Rule of law</p>	<p>Children to bake bread, linked to food DT topic.</p> <p>Possible trip to world museum to look at Anglo Saxon collection.</p> <p>Possible trip to Tatton park for either Anglo Saxon or Viking workshop day for outdoor cookery, deer walk, shelter building.</p>	TBC
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Summer	The Vikings	<i>The Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the Confessor</i>	<p>Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. - Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<p>Democracy. The rule of law. Individual liberty. Mutual respect and tolerance of those of different faiths and beliefs.</p>	<p>Possible trip to Tatton park for either Anglo Saxon or Viking workshop day for outdoor cookery, deer walk, shelter building.</p>	
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