



Culture

People of the past



## History Curriculum Year 5

Prior Learning from Year 1	Prior Learning from Year 2	Prior Learning from Year 3 and 4
<p>Old and new toys identified based on material and appearance</p> <p>Victorian toys</p> <p>Queen Victoria being Queen during the Victorian period</p> <p>Childhood now is different to childhood in the past</p> <p>Past and present vocabulary</p> <p>Sequencing events in their life</p> <p>Beginning to recognise a timeline</p> <p>Explorers: Tim Peake, Neil Armstrong, Christopher Columbus, Amelia Earhart</p>	<p>Describing the historical event of the Great Fire of London: 1666, 17<sup>th</sup> Century, Pudding Lane Bakery</p> <p>Samuel Pepys' diary</p> <p>Houses: timber frames, thatched roof and built close together, thousands burned</p> <p>Candles used for light, flames used for cooking and heating</p> <p>King Charles II</p> <p>Timelines in chronological order</p> <p>Comparing materials used for homes then and now</p> <p>Queen Elizabeth II – crowned on June 2<sup>nd</sup> 1953, monarchy and reign</p> <p>Key family members – Prince Philip, Prince Charles, Prince William, Princess Charlotte</p> <p>Kings and Queens make important decisions and live in palaces</p> <p>Queen Elizabeth I and Queen Victoria</p> <p>Comparing homes and fashion between Queen Victoria and Queen Elizabeth II</p> <p>Sequencing events in chronological order</p>	<p>Queen Elizabeth II – longest reigning monarch – 70 years</p> <p>King Charles III; coronation 6<sup>th</sup> May; children – Prince Harry/Prince William</p> <p>Understanding hunter-gatherers and how Britain changed during 'the ages'</p> <p>The stone-age period started around 3 million year ago</p> <p>During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</p> <p>3500 BC started with the introduction of agriculture and domesticated animals.</p> <p>Stone Age sites/monuments include Skara Brae and Stonehenge.</p> <p>The stone-age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>Iron Age: people living in Hill Forts, clans that belonged to tribes led by warrior kings</p> <p>Iron Age: Celtic people settling in Britain – feasting, music and poetry, the production of metalwork for trade.</p> <p>Chester: local landmarks – cathedral, suspension bridge, black/white build.</p> <p>Walls of Chester: built by Romans to protect the city</p> <p>East Gate Clock – commemorate Q.Victoria's jubilee in 1899</p> <p>Roman invasion: 55BC; soldiers called a legion – what they wore</p> <p>Roman impact: engineers – aqueduct, builders – houses and roads</p> <p>Boudicca – Queen of the Iceni tribe</p> <p>Spartans – tough discipline</p> <p>The acropolis – high hill in Athens, Parthenon an old temple</p> <p>Ancient Greeks invented theatres 776BC first Olympics for Zeus – they believed in different Gods</p>



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Aspect of History	Key Vocabulary	Sticky Facts	Essential Knowledge	Essential skills
<p><b>Britain's settlement by the Anglo-Saxons</b></p> <p>'Settlements, Kingdoms, Culture and Village life'</p>	<p>Anglo-Saxons Anglos Saxons Jutes Kingdoms Christianity Villages Hierarchy AD Decade Century</p>	<ul style="list-style-type: none"> <li>● Anglo Saxons were made up of three tribes: the Angles; Saxons; and, Jutes.</li> <li>● They came from Germany, Denmark and Holland by longships.</li> <li>● The Anglo-Saxons invaded in 450AD</li> <li>● <b>Offa, Alfred and Godwinson were Saxon Kings.</b></li> <li>● There were 5 important Anglo-Saxon Kingdoms. Northumbria, Mercia, Wessex, Kent and East Anglia.</li> <li>● The name 'Angles' eventually became 'English' and their land became 'England'. They gave us names of towns.</li> <li>● <b>Saxon houses were made from wood/thatched roof. They had one room where everybody ate and slept.</b></li> <li>● <b>The biggest house in an Anglo-Saxon Village was the Hall.</b></li> <li>● <b>Villages were built near natural resources for food/water. They grew crops, kept animals and hunted other animals for food.</b></li> <li>● <b>They were skilled craftsman, making intricate jewellery, objects from glass; pottery, wood, metal and wove clothes.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Know how Britain changed between the end of the Roman occupation and 1066.</li> <li>● Describe daily life for Anglo-Saxons (houses, transport, food) and the differences between men and women</li> <li>● Know how the lives of wealthy people were different from the lives of poorer people</li> <li>● Understand the Saxon Religion</li> <li>● Use a timeline to show when the Anglo-Saxons were in England.</li> <li>● Know that many town names derive from Anglo-Saxon words eg 'ham' 'bury' 'port' 'ton' which have different meanings.</li> <li>● Know some of the Saxon Kings and their ideas for England. 'Offa' 'Alfred' 'Godwinson'</li> </ul>	<p><b>Chronology; Knowl. &amp; Und. Of people, events and changes; historical enquiry</b></p> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>● Describe accounts of historical events</li> <li>● Use historical language</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>● Use more than one source of evidence for historical enquiries.</li> <li>● Compare times studied with now.</li> <li>● Describe the social, cultural and religious diversity of the past.</li> <li>● Describe characteristic features of the past</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>● Place events, artefacts and historical figures on a timeline using dates</li> <li>● Understand changes over time.</li> </ul>
<p><b>Viking/Anglo Saxon Struggle For England to 1066</b></p> <p>'Viking Raids and Saxon Resistance'</p>	<p>Resistance Raids Lindisfarne Longboat Territory Invaders Longhouse Jorvik Norse AD Decade Century</p>	<ul style="list-style-type: none"> <li>● 793 Vikings invaded and attacked Lindisfarne</li> <li>● They travelled on Longboats: a narrow boat that was used to raid coasts.</li> <li>● The land occupied by Vikings was called Danelaw, spoke Norse and their alphabet was made up of runes.</li> <li>● The names of the week originate from Viking.</li> <li>● <b>Vikings lived in Longhouses which were long hall like buildings where several families would live.</b></li> <li>● No Vikings had horns on their helmet.</li> <li>● <b>Alfred the Great was the King of Wessex; he defeated the Vikings at the Battle of Edington in 878AD.</b></li> <li>● <b>In 954, the last Viking King in England (Eric) was forced out of Jorvik.</b></li> <li>● <b>Edward the Confessor became King of England in 1042</b></li> </ul>	<ul style="list-style-type: none"> <li>● Know where the Vikings originated from and show this on a map</li> <li>● Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>● Describe the impact of the Viking invasion on Anglo Saxon life</li> <li>● Describe the differences between the Saxon and Viking Warriors.</li> <li>● Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>● Be able to explain the struggle for England</li> </ul>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>● Use sources of evidence to deduce information about the past.</li> <li>● Use original ways to present information and ideas.</li> <li>● Use appropriate historical vocabulary</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>● Analyse a range of evidence to justify claims about the past.</li> <li>● Show an awareness of how historians combine sources to learn about the past.</li> <li>● Give an overview of life until 1066</li> <li>● Describe social, ethnic, cultural and religious diversity of the past.</li> </ul>



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		<ul style="list-style-type: none"> <li>● The Saxons regained power until 1066/battle of Hastings</li> </ul>		<p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>● Use dates and terms accurately when describing events</li> <li>● Identify continuity and changes in the history of the locality of the school.</li> <li>● Construct a handwritten timeline with increasingly accurate spaces to show intervals of time. Timeline of periods covered across KS2</li> </ul>
<p><b>Ancient Egyptians</b></p>	<p>Ancient Civilisation Egyptian Hieroglyphs Scribe Papyrus Nile Tomb Inscription Pharaoh Tutankhamun</p>	<ul style="list-style-type: none"> <li>● In 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.</li> <li>● The River Nile was crucial for Egyptian life. Most people lived along and around the Nile.</li> <li>● When the Nile flooded, it left behind silt that enriched the soil for growing crops.</li> <li>● The Nile was used for water, fishing and trade; mud was used to make bricks; papyrus plants were used to make paper</li> <li>● Scribes wrote using hieroglyphs on papyrus and inscriptions on statues and tombs.</li> <li>● Tutankhamun was a pharaoh; he became pharaoh when he was 9 years old and ruled until he died when he was 18.</li> <li>● His tomb, filled with treasures, was discovered by Howard Carter and his team in the Valley of the Kings in 1922.</li> </ul>	<ul style="list-style-type: none"> <li>● Know where the Egyptians came from</li> <li>● Understand and describe the significance of the Nile on life.</li> <li>● Explain what a pharaoh is and who Tutankhamun was.</li> </ul>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>● Use sources of evidence to deduce information about the past.</li> <li>● Use original ways to present information and ideas.</li> <li>● Use appropriate historical vocabulary</li> </ul> <p><u>Comparing</u></p> <ul style="list-style-type: none"> <li>● Analyse a range of evidence to justify claims about the past.</li> <li>● Show an awareness of how historians combine sources to learn about the past.</li> <li>● Give an overview of life during an ancient civilisation</li> <li>● Describe social, ethnic, cultural and religious diversity of the past.</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>● Use dates and terms accurately when describing events</li> </ul>