

Year 5 HISTORY Topic 1: The Fight for Your Rights

Key Assessment Questions

What is the **Magna Carta**, when was it written and why is it important to historians? What is a **legend**? Why do historians argue about Robin Hood? What were the social and economic factors in the slave triangle? Describe one significant figure and say how his/her life affects us today.

SCHOOL VALUES (Autumn 1): Service and Friendship Children will explore how different figures (king, Rosa Parks, Emily Pankhurst) served their communities by standing up to injustice. Explore how slavery was abolished and how abolitionists served by fighting against injustice.

	KNOW	DO	UNDERSTAND
	<ul style="list-style-type: none"> History within living memory means that people who remember it are still living. Know that a decade is a period of 10 years. Know that a century is a period of 100 years. When we say 12th Century, we mean years 1100 – 1999. 	<p>VOCABULARY</p> <p>Explain why Civil Rights Movement in USA is counted as history within living memory but other periods in this unit are counted as history beyond living memory. (Revisit KS1)</p> <p>New vocabulary introduced during this unit: decade, century, historical argument, drawing conclusions, suffrage, abolition, civil rights, legend, Magna Carta, de-segregation, social and economic factors, transatlantic.</p>	
Chronological Understanding	<ul style="list-style-type: none"> Know that the Magna Carta was written in 1215 in the 13th Century. Know that the Transatlantic Slave Trade happened between the 16th and 19th centuries. Know that the official end of transatlantic slavery was in 1807 in Britain (<i>Slave Trade Act</i>). 	Place the legend of Robin Hood (12 th Century), Magna Carta, transatlantic slave trade, civil rights and women's suffrage on a chronological time line, showing other known periods (see school timeline).	<p>This unit allows the children to study a theme (human rights) in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Children should explore the Magna Carta, the origins of slavery and its global affects, women's Suffrage and research the Civil Rights Movement.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that a legend is a famous and traditional story accepted as true but often without historical evidence. Know that when there is very little primary evidence, then people will always change the stories. Know that events in the past can be interpreted in different ways because it is possible to understand the same event in different ways. Know that the origins of slavery were in Ancient Civilisations e.g. Romans, Greeks. 	Examine different sources of when exploring the myth of Robin Hood (excerpts of <i>Hold's Robin Hood, John Major, Historia Majoris Britanniae 1521, and from Richard Grafton's Chronicle at Large, 1569</i>). How do historians use sources to form arguments about the existence of Robin Hood?	<p>Geography Link – the slave trade should be shown on a map, linking countries, continents and oceans.</p> <p>Link from Year 2 and 3 – Slavery and injustice has been explored in Year 2 (Columbus) and Year 3 (Ancient Greeks).</p>
Enquiry Cause & consequence, change & continuity, similarity & difference	<ul style="list-style-type: none"> Know that the Magna Carta was a charter of rights, signed by King John of England. Know that social factors are about housing, families, religion, healthcare and education. Know that economic factors are to do with money. Know that women in Britain fought for a vote. Know that African Americans fought for the right to vote, for de-segregation and for equal housing rights. Know that modern day slavery still exists. 	<p>Why do historians see the Magna Carta as significant in British history and for us today?</p> <p>Explain some of the social and economic factors involved in setting up the slave triangle between the countries involved by using different sources.</p> <p>Research and present on an historical figure, whose life's work has contributed to national and international achievement and human rights (Rosa Parks, Martin King Jnr, Emmeline Pankhurst, Emily Davidson, William Wilberforce). Why do historians (and others) deem these as worthy of our attention?</p>	<p>Children should make links between changes within and across different periods in Britain's history and begin to see how historians give reasons for these changes.</p> <p>Link to British Values and PSHEF Form an understanding of basic human rights shared by all peoples and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>Children should realise that they have power and a voice today to make a change in the world.</p>

Year 5 HISTORY Topic 2: All the World's a Stage

Key Assessment Questions

Who were the Tudors? In which century did the Tudors live? How did Elizabethans enjoy themselves? How do historians know? Is Shakespeare a significant figure in the world today? What do historians think? Name evidence that tells historians what Elizabeth I was like.

SCHOOL VALUES (Autumn 2): Perseverance and Respect Children will explore the idea of respect in the context of religious intolerance in Tudor times (Catholic and Protestant tension) and disrespect shown to people on account of gender and ethnicity (for example women were not allowed on stage).

KNOW

DO

UNDERSTAND

- Know that the term **Tudor** refers to the Royal family of Tudors ruling England between 1484 and 1603.
- Know that the term **Elizabethan** refers to the period during the time when Elizabeth was Queen from 1558 to 1603.
- Elizabeth was a Tudor. Know that Queen Elizabeth was the last Tudor monarch to rule in England.
- The **Jacobean** era ranges from 1603 to 1623. The name derives from the monarch, King James

VOCABULARY

Describe meaning of some of the following terms mostly correctly: **chronological, prehistoric, BC and AD, historical interpretation, argument, d primary and secondary sources** in the context periods studied. (Revisit)

New vocabulary introduced in this unit: **reign, monarchy, Tudor, Elizabethan, Jacobean era, James I.**

Chronological Understanding

- Know that Shakespeare lived both in the Tudor/Elizabethan era and in the Jacobean area because he lived from 1564 to 1616.
- Know some of the significant events of Shakespeare's life **Born 23rd April 1564**
Marriage to Anne Hathaway November 1582. Died 1616

Place the period of Tudors Shakespeare on a timeline along with other known periods (see school timeline).

Explain the main events of Shakespeare's life on a timeline.

This unit sees a return to one single period – Tudors (Y2), by exploring one of the most significant figures in history in our own locality.
Make the connection between Tudor Life and Y2 work on Guy Fawkes, Christopher Columbus and the Great Fire of London.

Enquiry (Sources and interpretation)

- Know that the introduction of Caxton's printing press in 1476 gives historians more written evidence.**
- Propaganda** is information that tries to persuade people to do or believe something. It is misleading and biased (one sided).
- Know that events in the past can be **interpreted** in different ways because it is possible to understand the same event in different ways.

Explain how propaganda meant that Elizabeth could control her image (using source of portraits). *

What does historian Sam Caslin find out about the personality of Elizabeth as she examines sources held at The National Archives at Kew? What does she argue the sources tell us?

<https://www.youtube.com/watch?v=3KAsUADqACU>

How did people enjoy themselves in Elizabethan England? Show how historians use evidence for arguments. *

Children should be more confident in understanding how knowledge of the past is constructed from a range of sources.

Trip to Stratford Upon Avon will help with enriching the experience of looking at sources.

Understand that different versions of the past may exist, giving some reasons for this. Understand how historians use evidence to build arguments.

Geography Link – comparison between maps of local area (Stratford Upon Avon) in 1600s and maps now.

Enquiry: Cause & consequence, change & continuity, similarity & difference


- Know that Shakespeare's plays are performed all over the world and his plays, prose, poetry are read everywhere.
- Know that Catholics and Protestant didn't get on or agree on beliefs during the Tudor period. Know that in Tudor times, some races were seen as inferior in the theatre and that women were not allowed to act.

Is Shakespeare the greatest literary figure in the world? What do historians think? How do they deem significance?

Compare different religious views during Tudor times.

Describe some ways that the Tudor way of life has influenced our lives today (food, houses and buildings, clothes, language).

Connect learning to Y1 work on the King of England not liking Catholics during the Gunpowder Plot in 1605.
RE Link: Reflect on how we treat people who hold different beliefs from our own. How do we view racial and gender equality. They should discuss British values of tolerance and respect.

Year 5 HISTORY Topic 4: The Islamic Golden Age			
<p>Key Assessment Questions</p> <p><i>When was the Islamic Golden Age? What was happening in other parts of the world at the same time (think of learning in Y1,2,3 and 4)?</i></p> <p><i>What happened in Bagdad and how did it mark the end of the Islamic Golden Era? Name and describe primary and secondary sources and what they may tell historians about life during this period. What were some of the main achievements of the Islamic Golden Age?</i></p>			
<p>SCHOOL VALUES (Spring 1): Justice and Courage Children will explore the idea of the injustice of the siege by the Mongol Empire. Debate should be encouraged on the complexity and ethics of invasion and occupation of another land. Children should also consider the courage and bravery of scholars to expand knowledge and travel to Europe to pass on knowledge. There is also opportunity to discuss that often the significance of the Islamic Golden Age has at time in history been overlooked.</p>			
	KNOW	DO	UNDERSTAND
	<p>Know that a dynasty is a sequence of rulers from the same family. Know that an age is a longer period of time sometimes marked by a theme, a person or achievements.</p> <p>Know that the Golden Islamic Age was a time in the history of Islam when science, economy (money and business) and culture (art and philosophy) were successful and growing.</p>		<p>VOCABULARY</p> <p>New vocabulary introduced in this unit: dynasty, siege, non-European, Mongol Empire, scholar, influence, House of Wisdom, advancement, economy, trade, Renaissance.</p>
Chronological Understanding	<ul style="list-style-type: none"> Know that the Islamic Golden Age happened from around AD900 to AD1300. Abassid Dynasty (sometimes called Caliphate or Empire) existed between 8th and the 13th century Know that a siege is when a town is surrounded by an enemy to capture it. Know that from 29th January to 10th February Bagdad was sieged by the Mongol Empire. 	<p>Place the period of the Islamic Golden Age on a timeline with other known periods (see school timeline).</p> <p>Explain the narrative of 1258 in Bagdad and plot events on a timeline.</p>	<p>This unit allows children to travel back to an ancient time, early Islamic civilisation, in a non-European society to provide a contrast with British history.</p> <p>Children should make the connection between AD900 to AD1300 to what was happening in Britain at this time: Anglo Saxons and Vikings.</p> <p>Geography link – modern world maps with ancient world maps. Look at the SILK ROAD.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that maps and manuscripts can tell us about how ideas were shared at this time. I know that the siege and fall of Bagdad was the beginning of the end of the Golden Age. Know that the Mongol Empire was a civilization a country, now Russia (Siberia) and parts of China. Its ruler was called Genghis Khan. 	<p>Research and present findings about life in the Islamic Golden Age (technology, religion, House of Wisdom, literature, philosophy, medicine and science, trade).</p> <p>What clues could some sources about Islamic Golden give historians about why the House of Wisdom was so significant? images of artefacts and coins; textiles and ceramics; manuscripts, maps, 15th Century Turkish medical transcripts and drawings.</p>	<p>Children should be more confident in understanding that our knowledge of the past is constructed from a range of sources.</p> <p>Geography Link</p>  <p>The <i>Tabula Rogeriana</i>, drawn by Al-Idrisi for Roger II of Sicily in 1154, was one of the most advanced world maps of its era.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference, Significance	<p>Know that life in Anglo Saxon London in AD1000 was difficult:</p> <ul style="list-style-type: none"> Poor sewage and water systems Lack of reading and education Poorly developed mathematical systems Little knowledge about medicines. <p>Advancements in science, philosophy, literature, technology and economics cannot compare to anywhere else in Europe at the same time. Know that many of the medical and scientific discoveries and inventions made by scholars during this time help us today.</p>	<p>Compare and contrast Islamic civilisation with Anglo Saxon and Viking living in Britain at the same time.</p> <p>WHICH OF THE EARLY ISLAMIC ACHIEVEMENTS HAS MOST EFFECT ON OUR LIVES TODAY? (Debate).</p> <p>What do historians say about studying the early Islamic civilizations in school today? Consider Barack Obama's view in his speech in Egypt in 2009. * https://www.youtube.com/watch?v=yLizQzTVGvk</p>	<p>Understand some of the ways some civilisations showed greater advancement than others</p> <p>Children should continue to identify internationally and nationally historically significant people and that the discoveries and achievements of these individuals served to influence European scholars later on.</p>

