





History – Year 5 – Autumn – How has the power of the monarchy changed? – MTP

National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge Taught	Activity Outline
<p>Key Stage Two</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They</p>	<p align="center">1</p> <p align="center">Who were the Tudors?</p> 	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world and order an increasing number of significant events on a timeline using dates accurately.</p>	<p>To know that the Tudors were around from 1485-1603AD.</p> <p>To know that there was Henry VII, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Elizabeth I, Katherine Parr, Katherine Howard, Prince Edward and Mary I</p>	<p>Democracy and Monarchy</p> <p>Give the children pictures and a family tree of the Tudor Monarchs – Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I – children can create basic information cards about the monarchs.</p> <p>They can also create a timeline to sequence their reigns. Children to order the information cards they have created along the timeline and also to match additional cards to the correct reign.</p>

<p>should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local History study. • A study of an aspect or theme in British History 	<p style="text-align: center;">2</p> <p style="text-align: center;">Why did Henry want to break from Rome?</p> 	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To understand change and continuity.</p> <p>To see the relationship between different periods and the legacy or impacts of their identity.</p> <p>To explain that the past can be represented or interpreted in many different ways and analyse a wide range of evidence.</p> <p>To be aware of different views about people and events studied and can give some reasons sing evidence why different versions of the past exist.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>To make perceptive deductions about the</p>	<p>To know that Henry broke away from the Church so he could divorce Catherine of Aragon and marry Anne Boleyn.</p> <p>To know Henry wanted a divorce because he wanted a son.</p> <p>To know that England was ex-communicated from Rome and some countries turned their backs on us.</p>	<p>Key vocab:</p> <p>Henry VII Henry VIII Mary I Edward VI Elizabeth I</p> <p>Democracy and Monarchy and Tolerance and Religion</p> <p>Children to look at the many wives of Henry VIII and to learn the reasons as to why he divorced his first wife Catherine of Aragon. What did the effect of him leaving the Catholic Church have on the country? Look at the disillusion of the monasteries and the violence etc this caused – can any sources be found as to what happened to priests and people, who followed the Catholic faith when it switched to Protestant – Henry VIII's own daughter for</p>
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<p>that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Ancient Greece – a study of Greek life and achievements and their influence on the Western world. A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300. 			<p>reliability of sources and deduce whether it is a Primary or Secondary source.</p> <p>To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>		<p>example was a devout Catholic.</p> <p>Compare to how our Queen is the head of the Church of England today and notice how 3 out of her 4 children are divorced. Links to Year 2.</p> <p>Key vocab:</p> <p>Protestant Catholic Henry VIII Catherine of Aragon Anne Boleyn monasteries disillusion</p>
	<p>3</p> <p>What can we say about women's lives in Elizabethan times?</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source.</p> <p>To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p> <p>To evaluate and carefully select from a range of</p>	<p>To understand that Elizabethan women were restricted in what they could and could not do.</p> <p>To understand that the rich had more freedoms and advantages than the poor.</p>	<p>Look at sources and textbooks that document the role of women. What does this suggest about rich men/women and poor men/women?</p> <p>Compare back to the lives of women in Anglo-Saxon/Viking settlements (Year 4) and to today.</p> <p>Children to undertake a card sorting exercise with information and review the perceptions of women that have been presented</p>


			<p>historical sources to find relevant historical information.</p> <p>To make pertinent and valid comparisons between periods.</p>		<p>to them and know what this tells them about the source.</p> <p>Key vocab:</p> <p>Primary Secondary women</p>
	<p>4</p> <p>Why did Mary Queen Of Scots have so many enemies?</p> 	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To answer and devise their own historically valid questions.</p>	<p>To know that Mary Queen of Scots was Queen of Scotland from 1542-1567.</p> <p>To know that Elizabeth I was an enemy of Mary Queen of Scots.</p>	<p>Monarchy and Democracy</p> <p>Children to refer to their Tudor timeline and family tree to discuss how she links with Elizabeth.</p> <p>Children to explore key events of Mary's life to the time that Mary had her beheaded. Why did Elizabeth do this? Look at how the Roman Generals and Saxon Kings interacted with each and tried to gain more power also. Similarities and differences.</p> <p>Children to also undertake a card sorting activity to determine different reasons why she had so many enemies. Why did Roman Generals</p>


					<p>and Saxon Kings have so many enemies also?</p> <p>Key vocab:</p> <p>Mary Queen of Scots Elizabeth I Kings Roman Generals enemies</p>
	<p style="text-align: center;">5</p> <p style="text-align: center;">Were the Elizabethan times a turning point for the monarchy?</p> <p style="text-align: center;"></p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	<p>To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source.</p> <p>To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>To understand the complexity of people's lives in the past and how some societies are very</p>	<p>To understand that when Elizabeth I ruled, it was called The Golden Age.</p> <p>To understand that Elizabeth I was monarch during the Spanish Armada and that this was when England defeated Spain at sea.</p> <p>To know that Shakespeare wrote during the Elizabethan period.</p> <p>To compare the reign of Elizabeth I with Elizabeth II.</p>	<p>Monarchy and Democracy</p> <p>Teachers to begin by exploring notion of the Elizabethan period being labelled as the Golden Age. Groups to explore key elements of the time which made it a turning point.</p> <p>Groups to research: the defeat of the Spanish Armada, Shakespeare, the Church of England.</p> <p>Can they compare to Elizabeth II? Look at how things have changed during her reign i.e. technological advances, the role of Parliament and having a Prime Minister etc (how powers and role of monarch has</p>

			different due to changes or challenges at the time.		changed i.e. absolute monarch to a constitutional monarchy). Key vocab: Elizabeth I Elizabeth II Spanish Armada Shakespeare Church of England Prime Minister absolute monarch constitutional monarchy
	6 How has the power of the monarchy changed?	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	To construct informed responses by thoughtfully selecting and organising relevant historical information from discussions, debates, different genres of writing (instructions, accounts, letters, posters, news reports, travel guides)	-	Debate: Children to decide how they believe the monarchy has changed and what they think the most significant change has been and why. Do they think this change has been for the better or for the worse? At which point of History do they believe there has been the most change?

History – Year 5 – Spring - Is Ancient Egypt the most important of the Ancient Civilisations? – MTP


National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge Taught	Activity Outline
<p>Key Stage Two</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Who were the Ancient Egyptians?</p> 	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world and order an increasing number of significant events on a timeline using dates accurately.</p> <p>To show a chronologically secure knowledge and understanding of local, national and global History.</p> <p>To accurately use dates and terms to describe historical events.</p> <p>To confidently use/apply mathematical skills when placing events in chronological order,</p>	<p>To know that the Ancient Egyptians were around 3100 BC to 395 BC.</p> <p>To know that BC means Before Christ and AD means Anno Domini</p>	<p>Individual Liberty and Empire, Civilisation and Settlement</p> <p>Children will consider what they already know about Ancient Egypt, then locate Egypt on a map.</p> <p>They will identify the difference between AD and BC, and place key events from the Ancient Egyptian civilisation on a timeline, as well as putting the Ancient Egyptian civilisation in historical context with other familiar historical eras. There will be space for the children to add on other historical</p>

<p>planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. 			<p>using place value, negative numbers etc.</p>		<p>civilisations that occurred at the same time which will be studied later.</p> <p>Children to be presented with a brief overview of everything Ancient Egyptian.</p> <p>Key vocab:</p> <p>Ancient Egypt AD BC civilisation</p>
<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local History study. • A study of an aspect or theme in British History that extends pupils' 	<p>2</p> <p>What did the Ancient Egyptians believe?</p> 	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus</p>	<p>To evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source.</p> <p>To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>	<p>To know about the religion of Ancient Egyptians and how they worshipped Gods and Goddesses.</p> <p>To understand that the Ancient Egyptians believed in an afterlife that was like our world.</p>	<p>Mutual Respect, Tolerance and Religion</p> <p>Present a range of resources to the children about Egyptian religion.</p> <p>Children could generate an information report about the importance of religion, the belief of the after-life and how it shaped the attitude and lives of the Ancient civilians.</p> <p>Key vocab:</p>


<p>chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 		<p>Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>To construct informed responses by thoughtfully selecting and organising relevant historical information from discussions, debates, different genres of writing (instructions, accounts, letters, posters, news reports, travel guides)</p>		<p>Ancient Egypt after-life civilians religion</p>
<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the Western world. A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300. 	<p>3</p> <p>How did religion affect life in Ancient Egypt?</p> 	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>To make pertinent and valid comparisons between periods.</p> <p>To see the relationship between different periods and the legacy or impacts of their identity.</p>	<p>To know that The Book of the Dead was an Ancient Egyptian funerary text containing spells.</p> <p>To know that Ancient Egyptians wrote in hieroglyphics.</p>	<p>Mutual Respect, Tolerance and Religion</p> <p>Pupils to explore religion in Ancient Egypt through the exploration of Egyptian writing (hieroglyphics) and Spell 125, plus others from the Book of the Dead. What does it tell them?</p> <p>Explore hieroglyphics and what the symbols mean. Compare the writing to that of Ancient Romans and Ancient Greeks. How is it similar and how is it different?</p>


					<p>Why was writing in symbols easier than letters?</p> <p>Key vocab:</p> <p>hieroglyphics Book of the Dead Spell 125</p>
	<p>4</p> <p>How did Egyptians bury their dead?</p>	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>To make pertinent and valid comparisons between periods.</p> <p>To see the relationship between different periods and the legacy or impacts of their identity.</p> <p>To devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p> <p>To explain that the past can be represented or interpreted in many different ways and analyse a wide range of evidence.</p> <p>To answer and devise their own historically valid questions.</p>	<p>To understand that Ancient Egyptians mummified their dead.</p> <p>To understand that they removed the brains, stored their organs in Canopic jars, and that they wash the corpse and put it in linen.</p>	<p>Pupils to look at the process of mummification and compare it to today's funeral rites ceremonies. What questions can they construct about mummification?</p> <p>Children to work in a carousel and to discover information for their answers which they can present in a way of their choice. The carousel should consist of information on:</p> <ul style="list-style-type: none"> - The process of mummification - Religious beliefs behind it - Canopic jars - The afterlife


			<p>To evaluate a range of historical sources such as ceramics, pictures, documents, posters, online material, photographs, artefacts, sculptures and historical sites.</p> <p>To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source</p>		<p>Key vocab:</p> <p>embalming ka ba akh mummification canopic jar pyramid tomb</p>
	<p>5</p> <p>How did Civilisation adapt to the needs of Egyptian life?</p>	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source</p>	<p>To understand that the Egyptian cities such as Cairo and Alexandria were built upon the Nile.</p>	<p>Look at the position of the main cities of Egypt. Where are they? Why do they think this would be and how would it benefit the lives of the Egyptians and the government of Egypt also?</p> <p>Key vocab:</p> <p>River Nile irrigation farming Egypt civilisation civilians</p>
	<p>6</p>	<p>The achievements of the early civilisations – an overview of where and when the first</p>	<p>To explain that the past can be represented or interpreted in many different ways and</p>	<p>To know that the pyramids were built as tombs for Pharaohs and their consorts.</p>	<p>Present the children with an image of the Great Pyramid of Giza. What questions as a class and</p>


	<p>Who built the Great Pyramid at Giza?</p>	<p>civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>analyse a wide range of evidence.</p> <p>To answer and devise their own historically valid questions.</p> <p>To consider different viewpoints or think about bias or anachronism.</p> <p>To tell the story of events within and across the time periods studied.</p>		<p>individually do they have about it? Children to be presented with resources to help them to answer these questions.</p> <p>Teacher to read Herodotus's account of the building of the pyramids – what are the key points?</p> <p>Children to work in small groups to gather and present information on the pyramids. They are to also write and compare statements on 'I think Herodotus was right/wrong about the building of the pyramids because..'</p> <p>Key vocab:</p> <p>Herodotus pyramids Giza</p>
<p>7</p> <p>Who were the Pharaohs?</p> 	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and</p>		<p>To accurately use dates and terms to describe historical events.</p> <p>To devise questions about change, cause, similarity, difference and</p>	<p>To know that Pharaohs were the rulers of Egypt.</p> <p>To understand that Pharaohs were both heads of state and the</p>	<p>Democracy and Monarchy</p> <p>Talk about the importance of Pharaohs during the Egyptian Civilisation and the</p>


		<p>difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>significance of people or events in a wider context.</p> <p>To explain that the past can be represented or interpreted in many different ways and analyse a wide range of evidence.</p> <p>To answer and devise their own historically valid questions.</p> <p>To evaluate a range of historical sources such as ceramics, pictures, documents, posters, online material, photographs, artefacts, sculptures and historical sites.</p> <p>To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>	<p>religious leader of their people.</p>	<p>impact it had on the Egyptians in terms of the way of living, religion etc.</p> <p>Look at photos of and information about the contents of Tutankhamun's tomb. Present children with some resources to handle of examples of what they found i.e. Canopic jars Generate questions about the contents and write them down.</p> <p>Ask the children what these artefacts and objects might tell them about the Ancient Egyptians and the 'boy pharaoh'. Think about and articulate the information the objects and artefacts cannot tell them.</p> <p>Key vocab:</p> <p>Ancient Egypt Tutankhamun pharaoh civilisation tomb</p>
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	<p style="text-align: center;">8</p> <p style="text-align: center;">What did Akhenaten do that made him so hated?</p> <p style="text-align: center;"></p>	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To understand that Akhenaten was a Pharaoh of Egypt.</p>	<p>Democracy and Monarchy</p> <p>Show children some of the Egyptian Gods and Goddesses. What questions do they have about them? Link back to Ancient Greek and Ancient Roman Gods. Discuss who each God was Paton for.</p> <p>Children to learn about Akhenaten, and what he did. They are to then write a statement either as Akhenaten or Amenhotep II explaining what he had done. Look at how the Aten is presented. As a result of the changes, discuss implications for different people of this change i.e. priest, artist, everyday family, soldier, princess – consider positives and negatives.</p> <p>Key vocab:</p> <p>Akhenaten Amenhotep II Aten God Goddesses</p>
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	<p style="text-align: center;">9</p> <p style="text-align: center;">What happened to Akhenaten's successors?</p> <p style="text-align: center;"></p>	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To know that Nefertiti was a Queen and wife of Akhenaten.</p>	<p>Democracy and Monarchy</p> <p>Begin by showing the class different images of Pharaohs, how are they the same? How are they different? Do any stand out? How does Akhenaten stand out from the others? What are the key characteristics? Compare to Nefertiti and record ideas as a class.</p> <p>Introduce importance of family life with Nefertiti and the Princesses . Show images of royal family and compare to those of the Tudor dynasty and our own royal family.</p> <p>Show images of line drawings showing Nefertiti and Akhenaten. What characteristics make these images different?</p> <p>Key vocab:</p> <p>Nefertiti Akhenaten royal family</p>
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	<p style="text-align: center;">10</p> <p style="text-align: center;">How did the Civilisation of Egypt end?</p> <p style="text-align: center;"></p>	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To know that Cleopatra was the last of the Egyptian Pharaohs and that she was a woman.</p> <p>To understand that Cleopatra had to contend with the rising power of Rome and the decline of Egypt.</p>	<p>Monarchy</p> <p>Children to be shown an image of Cleopatra – who do they think she was? Why? What do they want to know? Look at propaganda perpetrated by the Romans and at the end of the lesson, once more is known about Cleopatra, discuss why these sources are seen as propaganda.</p> <p>Explore the dilemma Cleopatra was in – rising power of Rome and decline of Egypt. You can use Plutarch account of her meeting with Mark Anthony or Act 2 Scene 2 from Anthony and Cleopatra by Shakespeare to support.</p> <p>Explore attitudes to having a woman in a position and role of power. Link back to other year groups and the role of women (earlier in Year 4, Year 2) and the fundamental idea of a woman being in power</p>
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					<p>compared to their position in society.</p> <p>Key vocab:</p> <p>Empire civilisation Cleopatra Mark Anthony Shakespeare</p>
	<p>11</p> <p>Was everyone an Ancient Egyptian?</p> 	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To learn that there were other Ancient Civilisations.</p> <p>To know they were called Ancient Sumner, and Indus Valley.</p> <p>To understand that Ancient Sumner occurred 5000-2330BC.</p> <p>To understand that the Indus Valley occurred 3300-1500BC.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Children to be given cards that indicate the span of Ancient Egypt, Sumner, Indus Valley and they are to place these on a timeline – can they do it first of all with the class timeline covered up and using their own prior knowledge before it is shown?</p> <p>Group discussion – what does their timeline tell them? Children to create their own historically valid questions about this Ancient Civilisations and societies.</p> <p>Children to then answer their own enquiry questions and reflect on</p>

					<p>how they are similar or different.</p> <p>Key vocab:</p> <p>Ancient Egypt Indus Valley Ancient Sumner civilisation societies</p>
	<p>12</p> <p>What else was happening in the world at the time of the Ancient Egyptians?</p> 	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To learn that Ancient Sumner was in Modern day Iraq.</p> <p>To know that Indus Valley was in South Asia.</p> <p>To understand that being by a river helped the Civilisations develop.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Provide children with maps and information cards related to each of the first Civilisations together with a world map in order to answer the mini-enquiry question.</p> <p>Children to answer the following questions:</p> <ol style="list-style-type: none"> 1. Why were the cities built along the same line of latitude? 2. What were the advantages to this? 3. What do the four

					<p>Civilisations have in common on the specific location along the line of latitude? <i>i.e. they were all on a river.</i></p> <p>4. What were the advantages of building along a river? <i>i.e. water to grow crops, fishing, washing, sewage and waste disposal, trade, religion</i></p> <p>What new questions do the children have based upon their new learning?</p> <p>Key vocab:</p> <p>Ancient Egypt Indus Valley Ancient Sumner civilisation societies irrigation</p>
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	<p style="text-align: center;">13</p> <p style="text-align: center;">What would an Ancient Civilisation need to function?</p> 	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To discover the different systems of the Ancient Civilisations i.e. writing, number, defence, laws.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Children to learn the names of the other Ancient Civilisations: Ancient Sumner, Indus Valley, The Shang Dynasty of Ancient China. Show on a map where all of these other Civilisations are. When did they all occur and can they fit them onto their timeline already/create a new one alongside it? What do they all have in common? (on a river – why is that?)</p> <p>Split the class into 4 to explore the other Ancient Civilisations further. On the table should be pictures from the HA website to help the children investigate.</p> <p>Each civilisation would need a writing script (can the children try to copy it/begin to work out what it might say from repetitive markings), a</p>
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					<p>number system (why would this be and what would the numbers look like?), think about law, defence, building public buildings etc.</p> <p>Can children write and ask questions based upon their research.</p> <p>If there is time, let them try to figure out the answers.</p> <p>Key vocab:</p> <p>Ancient Egypt Indus Valley Ancient Sumner civilisation societies irrigation</p>
	<p>14</p> <p>What was the greatest achievement of each civilisation?</p> 	<p>The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		<p>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>Individual Liberty and Empire, Settlement and Civilisation</p> <p>Keep the children split into four different groups and give each group a picture of a civilisation – search the picture for clues on what they may have invented. This could also be paintings etc.</p>

					<p>1. Ancient Sumner = a chariot wheel</p> <p>2. Indus Valley = photos of the city of Mohenjodaro to look at its grid pattern of main streets, drains, sewage, baths etc.</p> <p>3. Shang Dynasty = paper, jade, silk</p> <p>4. Ancient Egypt = irrigation systems with the river and the pyramids</p> <p>Can the children write questions and explore the answers for themselves, compiling evidence ready for their debate next week.</p> <p>Key vocab:</p> <p>Ancient Egypt Indus Valley Ancient Sumner civilisation societies irrigation</p>
	15	The achievements of the early civilisations – an overview of where and when the first	To construct informed responses by thoughtfully selecting and organising relevant historical information	-	Debate: Children could represent each of the different civilisations and are to argue their case of being the ‘most


	Is Ancient Egypt the most important of the Ancient Civilisations?	civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	from discussions, debates, different genres of writing (instructions, accounts, letters, posters, news reports, travel guides)		important'. Which one will win? Teacher to decide based upon the arguments presented.
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History – Year 5 – Local Study – What has been the biggest influence on me today? - MTP

National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge Taught	Activity Outline
<p>Key Stage Two</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They</p>	<p align="center">1</p> <p align="center">How has our School changed over time?</p>	<p>A local History study.</p>		<p>To know that our School has changed its name from Collingwood Juniors to Northwood Park Primary.</p> <p>To know our School changed as the population and local area grew.</p>	<p>What do the children know already about the History of the School? Do they know that it used to be called something else?</p> <p>Show a picture of the School as it used to look. How is it the same? How is it different?</p> <p>Children to discuss and see the adjoining doors between the first two Year 1 rooms and how they are different – why might this be?</p> <p>Potential for a former pupil to come in – could even talk to NPlatt about</p>

<p>should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>					<p>how it has changed since he was at School.</p> <p>Key vocab: local School</p>
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local History study. • A study of an aspect or theme in British History that extends pupils' 	<p>2</p> <p>What do we already know about the local area?</p>	<p>A local History study.</p>		<p>To know that our local area used to have fewer houses and roads and more greenery.</p> <p>To understand that these changes are due to the increased Industrial Development in our area.</p>	<p>Children to be shown three different maps of Wolverhampton, one taken in 1800, one in 1900 and one in 2000. What are the similarities and differences?</p> <p>Children to conduct their own research into why the local area changed. What developments occurred? At which point did the most changes occur?</p> <p>Link back to work previously studied in Year 1.</p> <p>Children to also learn that Wolverhampton has been around since 659 AD and is recorded in the Domesday book in 1086.</p> <p>Key vocab:</p>

<p>chronological knowledge beyond 1066.</p>					<p>aerial Wolverhampton Domesday</p>
<ul style="list-style-type: none"> • The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the Western world. • A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300. 	<p>3</p> <p>What can buildings tell us about the past?</p>	<p>A local History study.</p>		<p>To know about the local buildings around us and how they have changed.</p> <p>To take a note of how our landscape had changed.</p>	<p>Can children name any local buildings within the city? Children to think first before examples shown.</p> <p>Show various images of the infrastructure in Wolverhampton throughout the years. How have buildings changed and developed (Link back to Year 2 high street and Year 4 Ancient Greeks). Have buildings changed over the years?</p> <p>What were the buildings of the past like compared with today? Why was this? Look at the materials etc used. Pitfalls and benefits to be explored. What does this tell the children?</p> <p>Key vocab:</p>

					buildings
	<p>4</p> <p>What industry is Wolverhampton famous for?</p> 	A local History study.		<p>To know about Wolverhampton's industrial past i.e. coal and iron.</p> <p>To know about the famous families of Wolverhampton i.e., the Mander's.</p>	<p>Monarchy and Democracy</p> <p>What do the children know already about the Industrial Revolution if anything? What questions do they have about it?</p> <p>Children to learn about Wolverhampton's Industrial past and how it helped to shape its future. Consider Queen Victoria's comments of "a large and dirty town" and the people received her "with great friendliness and pleasure" (1830s) and her return in 1866 to see a statue erected in memory of her husband.</p> <p>Look at the Mander family too. Show children Wightwick Manor and how this demonstrated the wealth of these</p>

					<p>varnish and paint manufactures. Compare to earlier lesson on buildings.</p> <p>Key vocab:</p> <p>Mander Wighwick Queen Victoria Industrial Revolution coal iron paint varnish</p>
	<p>5</p> <p>How have events in Wolverhampton influenced National life?</p> 	A local History study.		<p>To know about the introduction of traffic lights into the area – the first in Britain.</p>	<p>The Rule of Law and Crime and Punishment</p> <p>Children to begin by making predictions, how do they believe Wolverhampton has influenced National life, their predictions can be big or small, encourage them to think outside the box.</p> <p>Children to conduct their own research using resources given to them as to how Wolverhampton influenced National life. If struggling, show an image of a high street and keep zooming in</p>

					<p>until only the traffic lights are seen. Explain.</p> <p>Also, Wolverhampton and the local area provided a backdrop for the Gunpowder Plot. Look at Holbeach House near Kingswinford where members ran to and were discovered and shot at. You could even look at the executions of Thomas Smart and John Holyhead on 27th January 1606 on High Green (now Queen Square) for their assistance for sheltering two of the plotters.</p> <p>Key vocab: National Wolverhampton traffic lights Gunpowder Plot Guy Fawkes Holbeach House Thomas Smart John Holyhead High Green Queen Square</p>
	<p>6</p> <p>What has been the biggest</p>	A local History study.		-	<p>Debate: Children to consider what they have heard and to create a presentation, either on their own or in partners</p>

	influence on me today?				about what they think the biggest influence on them is.
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