

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 5

Term: Autumn



Unit: Dynamic Dynasties



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>afterlife - The life that is believed to begin after death.</p> <p>ancestor - A family member who lived a long time ago.</p> <p>bronze - A metal alloy of copper and tin. chariot A two-wheeled cart pulled by a pair of horses.</p> <p>China - A large country in East Asia. civilisation The most advanced form of society.</p> <p>dagger-axe A sharp dagger with a bronze blade fixed to a wooden pole.</p> <p>deity-A god or goddess.</p> <p>dynasty - A succession of people from the same family who rule the country, and the period when the country is ruled by them.</p>	<p>Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</p> <p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed.</p> <p>Oracle bones (pieces of turtle shell, cow bone or sheep bone) were used by diviners. Their inscriptions provide information about life in that civilisation.</p> <p>Their five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.</p>	<p>That historical sources can vary in their accuracy and the reasons for this.</p> <p>The importance of historical artefacts, such as oracle bones and jade.</p> <p>Why historical artefacts and sources are important to historians and how historians use them.</p> <p>How evidence of the Shang Dynasty was first discovered.</p> <p>The importance of oracle bones as historical evidence for historians.</p> <p>The religious beliefs and practises of the people of the Shang Dynasty</p>	<p>Cause and Consequence</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Change and Continuity</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p>

<p>emperor - The male ruler of an empire.</p> <p>hierarchy - A system in society where people are organised into different levels of importance from highest to lowest.</p> <p>oracle bones - Pieces of turtle shell or ox bone used to communicate with ancestors and gods.</p> <p>sacrifice - The act of killing an animal or person and offering them to the gods.</p> <p>shaman - A priest who is believed to communicate with spirits.</p> <p>Shang Dynasty - The earliest ruling dynasty in the recorded history of China (c1600–c1046 BC).</p> <p>Yellow Emperor - The first emperor in Chinese history, Huangdi, who united many tribes near the Yellow River.</p>	<p>People worshipped their ancestors at home altars.</p> <p>The bronze casting technique in the Shang Dynasty was technologically advanced.</p> <p>The Silk Road was an important part of the Shang Dynasty. It was a network of trade routes connecting China with Europe. It changed China's economy by opening trade links between different civilisations.</p> <p>Use of the Silk Road allowed cultural exchanges between civilisations, (exposure to new art, religion, philosophy, science and language). Disease also travelled with the traders along the Silk Road (including the Black Death).</p> <p>Important figures in the Shang Dynasty: Confucius Fu Hao</p>	<p>Technological advances during the Shang Dynasty – bronze.</p> <p>What the silk road was, how it was formed and its impact on China – economy, exchanges between civilisations, spread of disease.</p> <p>The historically significant figures of the Shang Dynasty.</p>	<p>Significance</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Study a feature of a past civilisation or society.</p> <p>Similarity and Difference</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Evidence and Interpretation</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Study a feature of a past civilisation or society.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 5

Term: Spring 2 and Summer



Unit: Groundbreaking Greeks



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	What children will be able to
<p>Archaic period - The period between c800 BC and c500 BC when city states were founded and Greece developed quickly, gaining overseas colonies.</p> <p>artefact - An object made by people.</p> <p>Athens - A city state in ancient Greece consisting of an urban centre and surrounding countryside. It was the centre of power, art, science and philosophy.</p> <p>citizen - A free man in ancient Greece who had the right to vote.</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>That primary and secondary sources are different types of historical evidence. That sources may not be balanced due to bias. Primary sources may be unreliable due to the creator's intentions. Secondary sources may be unreliable due to the creator's interpretations.</p> <p>The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled</p>	<p>Historians use primary sources to study the past.</p> <p>That primary and secondary sources can be unreliable and why.</p> <p>What bias is and how this relates to historical sources.</p> <p>What the Minoan civilisation is a period in Greek history.</p>	<p>Cause and Consequence</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Change and Continuity</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p>

<p>city state - A city and its surroundings with an independent government.</p> <p>Classical Period - The golden age of Greece between c500 BC and 323 BC, famed for its many discoveries and achievements.</p> <p>Dark Age - The period between c1100 BC and c800 BC when many Greek cities were destroyed or abandoned, and Greek writing and art disappeared.</p> <p>democracy - A system that allows people to have a say about how their government and country are run.</p> <p>evidence - A piece of information that provides knowledge, proves a point or answers a question.</p> <p>golden age - A time in ancient Greece when there was peace and prosperity, and cultural activities were at a peak.</p> <p>hierarchy - A system in society where people are organised into different levels of importance from highest to lowest.</p> <p>mythology - A collection of religious and cultural stories.</p> <p>Neolithic - The time between c6000 BC and c3000 BC when hunter-gatherers started to grow</p>	<p>artists and craftsmen and built stone palaces. It is believed that changes due to natural disasters weakened the Minoan civilisation.</p> <p>The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC. They were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power.</p> <p>The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began.</p> <p>During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth.</p> <p>The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.</p> <p>Significant individuals in Ancient Athens were: Cleisthenes, Pericles, Socrates, Alexander the Great and Plato</p>	<p>What the Minoan Civilization was like and how it declined.</p> <p>The Mycenaeans were the next Greek civilization, influenced by the Minoans.</p> <p>Similarities and differences between the civilizations.</p> <p>What the Archaic and Dark Age periods of Ancient Greek civilization were like and when they were.</p> <p>That this is when democracy was first developed.</p> <p>That the Olympic Games originated from this period of Ancient Greece.</p> <p>The way in which Ancient Greek culture has influenced the modern world.</p>	<p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Significance Explain why an aspect of world history is significant.</p> <p>Similarity and Difference Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p>Evidence and Interpretation</p>
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<p>crops, rear livestock and live in huts.</p> <p>Olympic Games - A sporting event, first held in 776 BC in Olympia, and then every four years until cAD 393.</p> <p>Parthenon - A temple on the Acropolis in Athens.</p> <p>philosophy - The study of the basic ideas</p> <p>primary source - Evidence made during the time period being studied</p> <p>secondary source - Evidence created after the time period being studied, which may have been made using primary sources</p>	<p>Ideas from ancient Greek philosophers, artists are still studied and seen today.</p> <p>The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.</p>	<p>That the Romans defeated the Greeks and continued many aspects of their culture.</p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p>
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