

History – Year 5

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>1. WW2 leading to Space Race, evidence for moon landings, up to recent achievements in space exploration.</p> <p>2. Boston UK – port and trade (on behalf of England).</p> <p>3. Study of Ancient Greek life and achievements and their influence on the western world.</p> <p>4. Compare aspects of civilisations in different periods (Retrieval Year 3/4 learning)</p>	<p>1. Understand the origins of the Cold War in WW2, and relate this to the Space Race, including the moon landing. Able to articulate the development of space technology driven by the Space Race and development in recent space exploration.</p> <p>2. Recognise the significance of trade and its port to Boston’s (and England’s trading) past, how it enabled trade links with Europe (mainly). Compare to present.</p> <p>3. Be able to relate modern day values such as democracy to their roots in an ancient civilisation, the role of the Olympics within this civilisation (also making connections to aspects of their own lives), appreciate the spread of empire through Alexander the Great’s actions (comparing/contrasting this to the Roman empire).</p> <p>4. Children can compare and contrast aspects of different civilisations.</p>	<p>Space: achievement exploration technology, debate</p> <p>Boston: Poverty, wealthy medieval, economy, settlement, decline, agriculture</p> <p>Ancient Greece T5: Period, context civilisation, Olympics, festival, artefacts, brutal, battle, united</p> <p>T6: Empire, conquer politics, archaeologist, culture, Arts, theatre</p>	<p>Space:</p> <p>Boston: source contemporary wealth</p> <p>T5: philosophy govern</p>	<p>Space: Cold War, satellite, orbit, ethical, conspiracy, astronaut/cosmonaut space shuttles, ISS, meteorology</p> <p>Boston: Puritan religious persecution discrimination causation trend</p> <p>Ancient Greece T5: Chariot Spectator Agoge, amphora</p> <p>T6: democracy Citizen slavery mythology origins democracy</p>

Knowledge

Substantive Knowledge

Space Race – concept **Development**

What were the most significant space achievements to date?

Lesson 1: LO: To understand how the Space Race developed

Give context for Space Race, chn need to understand factors which contributed to the Cold War following WW2. Teach the first significant event – Sputnik was a satellite launched into orbit around Earth by the USSR. It sent radio signals so scientists could track it. The Americans were terrified, fearing this technology could be used to wage war from space, that Russians would be able to launch nuclear weapons from satellites. Know that America had thought they were superior in technology – this was a fearsome shock.

Vocabulary – satellite, orbit, technology, Cold War

Lesson 2: LO: To know significant events in the Space Race

Teach (and place on timeline) the significant events within the Space Race – Sputnik (1957), animals in space (Laika 1957), first man in space (1961 Gagarin), first spacewalk (1965 Leonov), culminating in the moon landing (1969). MIR space station then ISS show nations working together to develop understanding of space.

Vocabulary – achievement, astronaut, cosmonaut, ISS

Lesson 3: LO: To understand the role of animals in scientific development

3. Reflect on the importance of using animals rather than humans.

Learn about Laika, the stray dog Russians sent into space, knowing she would die. Many other animals have been sent since (some still are) in the name of developing medical and biological understanding. Debate - is it ethical to send animals into space (justify opinions)?

Vocabulary – debate, ethical

Lesson 4: LO: To know that people walked on the moon in 1969

Understand the reasons for conspiracy theories (no stars in photos, flag looks like it is moving, could have been filmed in a studio...). Analyse the compelling evidence showing the moon landings were real (USSR believed it – they would have been the first to decry the achievement if thought potentially faked); other countries tracked progress with radars; mirrors were

Disciplinary Knowledge

Each lesson: Tell chn – we are being Historians now. Plenary: Children to ask how do Historians know what we have just learned? Constant referral back to Historian roles, eg. archaeology and story-telling (creating a narrative from the available evidence). Re Space as more recent, written records, video and photos. Use sources wherever possible.

Historical concepts to explore through the Space Race:

Analyse trends – compare trends over time following the Cold War, USSR was doing better, put first man into space, first space walk etc. Then Americans reversed the trend by landing on the moon.

Significance – what was significant about each step in the Race? The moon landing? Culmination of intense effort by huge number of people working together; scientific understanding of the moon; technical superiority (nuclear threat).

Cause and consequence – cause Cold War, consequence Space Race; cause Space Race, consequence progress in technology and capability; cause Russian advances, consequence American moon landing.

Historical concepts to explore through Boston's port and trade:

Continuity and change – explore what has stayed the same and what has changed over time.

Analysing trends – record how Boston's fortunes rose and fell over time.

Historical concepts to explore through Ancient Greece:

Similarities and differences – compare and contrast democracy then and now.

Continuity and change – democracy, the Olympics, slavery and empire building

Written piece – answer the big question in essay form.

left so now when scientists fire lasers at the moon, it reflects back; footprints etc still visible on photos taken by astronauts of all nationalities.

Vocabulary – conspiracy, space shuttle

Lesson 5: LO: To know about significant female figures involved in space history.

5. Inequality and prejudice limited our progression, discuss.

Recent achievements (because of the advances made), with a focus on how women such as Katherine Johnson, Peggy Whitsun, Mae Jemison and Maggie Aderin-Pocock have contributed to space exploration, which is only now being recognised.

Vocabulary - exploration

Lesson 6: LO: To understand how space exploration has progressed

Consider the most significant space achievements to date, ensuring children realise current technologies are only possible because of past progress. Know that meteorology, satellite navigation systems and satellite television are possible because of scientific **development**. Justify opinions, synthesising the knowledge over the term.

Vocabulary – meteorology, technology

Boston – local study – concept **Trade**

How important were the docks in Boston's past?

Lesson 1: LO: To understand the connection between Boston USA and Boston UK

Learn the Mayflower's narrative, so that children are aware of Boston's national (and international) significance in the past. Local Puritan people tried to escape religious persecution by leaving England for a new life in the newly discovered America, from Boston. One of the first and most famous stories involved the Mayflower, which sailed in 1620. In 1630 many Puritan families, including Governor John Winthrop, from Boston sailed in the *Arbella* and set up a new community they called Boston in America.

Vocabulary – Puritan, religious persecution, discrimination

Lesson 2: LO: To understand the push and pull factors for Puritans.

2. How can trust history? What can we use?

Understand factors leading to people risking dangerous Atlantic crossing to reach the New World (religious persecution, poverty, adventure). The pull

factors included freedom to set up own communities based on their beliefs, and the possibility of becoming wealthy.

Vocabulary – poverty, wealthy, settlement

Lesson 3: LO: To know that Boston was significant because of its port

Trade Explore beginnings of the town based on port (early medieval trade in wool, which was the backbone of the English economy and prime position), reasons for its rise (exporting wool to Europe) then decline (value of wool declined) over time. Gateway to Europe, as well as starting point for many going to America.

Vocabulary – medieval, economy, agriculture

Lesson 4: LO: To understand that Boston's buildings evidence its wealthy past

Local tour - many of Boston's buildings were built with the wealth produced (opportunity for local tour to see these; and/or a talk by port personnel).

Lesson 5: LO: To know how Boston has changed over time

5. *Do you think change is always good?*

Explore what has changed and what has stayed the same over time, using learning from tour – buildings are the same but have different uses; the port is still in use but what it **trades** has changed. Wool in medieval period, 1700s agricultural revolution, supplying London with grain. (Cheaper to send by sea than land). Record as visual graph (analysing trends) showing the rise and fall of Boston's fortunes over time. Understand the reasons for the highs and declines.

Vocabulary – trend, decline

Lesson 6: LO: To know why Boston's docks were important in the past

Recap all learning about the docks, children know that the docks were central to Boston's success. Discuss evidence of the town's wealth. How can they share this as historians? Teach that historians share their narratives in writing. History is an academic discipline and essays are part of the way evidence is presented. With scaffolding, produce written response to big question.

Vocabulary – source, contemporary, wealth

Ancient Greece – concepts **civilisation**, **trade** and **beliefs**

How has the legacy of the Greeks impacted the modern world?

Lesson 1: LO: To know some characteristics of past civilisations

Know where Greece is now, and that its territory was different as Ancient Greece. Know the period we are focusing on is between 800- 146BC (when the Romans took over). Put into historical context by placing on a timeline with all other periods they have studied so far. Place key events to be studied on line too (Olympics, Alexander the Great, coming of the Romans). Define civilisation as an organised society and predict what similarities (religion, beliefs, gods) there might be based on previous learning about Ancient Egypt and Rome.

Vocabulary – civilisation, period, context

Lesson 2: LO: To know the Olympics were different in the past

2. How different would sport be without the Olympics?

Explore the role of religious beliefs in the Olympics. Compare modern and Ancient Olympics, focus on religious beliefs at the heart of the latter.

Vocabulary – Olympics, festival, chariot, spectator

Lesson 3: LO: To understand that the Olympics were important to the Ancient Greeks

Explore primary sources to find out how historians know how important the Olympics were to the Ancient Greeks. (British Museum website)

Vocabulary – amphora, artefacts

Lesson 4: LO: To understand aspects of ancient life through artefacts

What can we learn from artefacts? Children analyse artefacts from The Collection, infer and create narratives based on these, in role as archaeologists.

Vocabulary - archaeologist

Lesson 5: LO: To understand how people lived in Sparta

5. Is this behaviour helpful or harmful?

Sparta was a very brutal war-like society, boys went to learn to be soldiers at 7 at the Agoge, were beaten frequently to toughen them up and encouraged to fight. All men had to be soldiers. Women were expected to run businesses and bring up strong boys. (Narrative provided)

Vocabulary – Agoge, brutal, battle

Lesson 6: LO: To know that Athens and Sparta were very different city-states

Compare Sparta (very war-like, ruled by kings, no interest in philosophy or arts) vs Athens (developing art and culture, philosophy, democracy and

government) – marked difference within civilisation. Know that each city-state ruled itself, Greece was not a united country in the sense it is today.

Vocabulary – united, philosophy, govern

Lesson 7: LO: To understand how Alexander the Great expanded his empire

Empire building – Focus on Alexander the Great, who he was and what he achieved. Compare to Roman empire building (Year 3 learning) including victors enslaving conquered. Explore beliefs contemporary people had about slaves, compare to Roman and Egyptian. Conquered Greece, Egypt, Persia and part of India. Link this to spread of empire to trade – Alexander took Greek goods and ideas all over the world. (Explore evidence showing how far the Ancient Greeks were trading, look at artefacts that have been found in Asia and beyond Europe).

Vocabulary – empire, conquer

Lesson 8: LO: To understand Alexander the Great's impact on others

2. [Where would you prefer to live? Ancient Greece or 18th Century Boston?](#)

Consider Alexander's deeds and their impact on different people. Positive for Macedonia and Greece (revenge for Persian empire trying to capture them in prior wars), not for the conquered (Persia). Especially not for enslaved people. Compare this to what children know of other ancient civilisations and their views of slaves (normal – part of life, if you were conquered, this was the consequence. Aristotle described it as natural and necessary...)

Vocabulary - slavery

Lesson 9: LO: To understand democracy in Ancient Greece

Explore democracy in this era (power of banishment, secret voting by hand or token, jury of 500), compare to modern concept.

Vocabulary – politics, democracy, citizen

Lesson 10: LO: To understand the importance of myths to Ancient Greeks

Explore myths and importance of storytelling. Mythology illustrates many Ancient Greek beliefs about Gods, explore the impact this had on daily life (believed Gods to be responsible for many aspects of day to day life) and the Greeks as a civilisation (bound them together with similar culture).

Vocabulary - mythology

Lesson 11: LO: To understand how beliefs impacted theatre

5. [Reflect on the most significant aspect of Ancient Greece.](#)

<p>Beliefs about Gods formed the basis of most of their sculpture, theatre and entertainment (including Olympics), consider how theatre reflected beliefs. Vocabulary – theatre, Arts</p> <p>Lesson 12: <u>LO: To understand why Ancient Greece succumbed to the Romans</u> City-states ruled themselves, they tended to argue amongst themselves so did not present a united front. Warring between themselves had weakened them all. Pyrrhus wars. Romans used more effective battle strategies and had more men. Produce timeline of learning so far, to include 146 BC, Battle of Corinth, widely recognised as end of Greek civilisation. Vocabulary – culture, strategy, battle</p> <p>Lesson 13: <u>LO: To present opinions as a historian</u> Building on previous essay experience, as well as knowledge from the terms, compose response to the question ‘How has the legacy of the Greeks impacted the modern world?’</p>	
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Concepts

Civilisations (empire and slavery)	Beliefs (including religious)	Trade	Development
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SKILLS

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry
<p>Know and sequence key events within the era studied.</p> <p>Relate new learning to the wider world on a timeline, using relevant terms (dates and periods, centuries and decades).</p> <p>Make comparisons between different eras, relating to previous learning (Compare the civilisations and empires of Ancient Greece, Ancient Egypt and Romans).</p>	<p>Comprehend that aspects of life were different for different groups of people – make comparisons between men and women, poor and rich.</p> <p>Examine the causes and the effects of significant events and their impact on people (contemporary and modern).</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Analyse the factors involved in the rise and fall of empires.</p>	<p>Analyse accounts of events from different sources (fact or fiction).</p> <p>Suggest reasons for different versions of events and evaluate.</p> <p>Justify own opinion about one or more of the versions, using evidence.</p> <p>Recognise examples of things that have changed over time, and others that have stayed the same, so appreciating that significant</p>	<p>Examine and analyse primary and secondary sources, then infer meaning</p> <p>Use evidence to build up a hypothesis of life in time studied</p> <p>Recognise the role of archaeology in historians’ understanding of past people’s lives.</p> <p>Give more than one reason to support an historical argument (with evidence).</p>

<p>Use maths skills to calculate time scales and differences between periods (duration).</p>		<p>events in history have helped shape modern Britain.</p> <p>Understand that decisions are made by Parliament, in its democratic role.</p>	<p>Communicate knowledge and understanding orally and in writing and offer points of view based upon research.</p>
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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.