



History Long Term Plan: Year 5

What are the aims and intentions of this curriculum?

Pupils will learn:

- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.
- About Ancient Greece – a study of Greek life and achievements and their influence on the western world
- About a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Term	Topic	Key Learning	Vocabulary
Autumn/ Spring	a non-European society that provides contrasts with British history – Mayan civilization c. AD 900	<p><b>Where was the Mayan civilisation?</b></p> <ul style="list-style-type: none"> <li>• Know that the Mayans lived in Mesoamerica</li> <li>• Know that the Mayan classical period was 250AD - 900AD</li> </ul> <p><b>What were Mayan homes like?</b></p> <ul style="list-style-type: none"> <li>• Know that houses were round or rectangular in shape</li> <li>• Know that homes generally had a single room or a small number of separate rooms (animals might stay there)</li> <li>• Know Mayan homes used daub and whitewashed the outside of homes</li> </ul> <p><b>What was the Mayan social structure like?</b></p> <ul style="list-style-type: none"> <li>• Know that there was a strong caste system (no social mobility)</li> <li>• Know that the Mayans were organised into city states</li> <li>• Know that most people were farmers</li> <li>• Know that women could be rulers</li> </ul>	<p><b>Disciplinary:</b> chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p> <p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> classical period, daub, caste system, city states,</p>



		<p><b>What did Mayan people believe?</b></p> <ul style="list-style-type: none"> <li>• Know that Mayan religion was polytheistic.</li> <li>• Did not convert to Christianity</li> </ul> <p><b>What did the Mayan's achieve?</b></p> <ul style="list-style-type: none"> <li>• Know that the Mayans created huge cities made of stone</li> <li>• Know that the Mayans had the most comprehensive writing system in Mesoamerica</li> <li>• Know that the Mayans created written books (codices)</li> <li>• Know that the Mayans had a complex system of calendars</li> </ul> <p><b>Final Enquiry question: How do Mayans compare with Anglo Saxons?</b></p>	<p>polytheism, codices, hieroglyphs, calendar.</p>
<p>Spring / Summer</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p><b>Who were the Ancient Greeks and where did they live?</b></p> <ul style="list-style-type: none"> <li>• Know that Greece has the longest coastline in Mediterranean Sea.</li> <li>• Know that Greece features thousands of Islands.</li> <li>• Know that moving by boat would have been easier in ancient times</li> </ul> <p><b>What was Ancient Greek society like?</b></p> <ul style="list-style-type: none"> <li>• Know that not all Ancient Greeks were the same</li> <li>• Know that Ancient Greece was split into autonomous city states</li> <li>• Know that other than Sparta, women had very few rights</li> <li>• Know that city states often went to war with each other</li> </ul> <p><b>What were Ancient Greek homes like?</b></p> <ul style="list-style-type: none"> <li>• Know that Ancient Greeks built cities with stone</li> <li>• Know that cities contained buildings with separate functions</li> <li>• Know that rich Greeks built houses with separate rooms with different functions</li> <li>• Know that Roman homes were made of brick and wood.</li> <li>• Men and women might have had separate spaces</li> </ul>	<p><b>Disciplinary:</b> chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p> <p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> city state, ancient, hoplite, polytheistic, philosophy, Olympics, democracy, temple, agora.</p>



		<p><b>Why were Greek Hoplites so effective?</b></p> <ul style="list-style-type: none"><li>• Know how Ancient Greek soldiers were well equipped</li><li>• Know the hoplite formations were organised</li></ul> <p><b>What did the Ancient Greeks believe?</b></p> <ul style="list-style-type: none"><li>• Know that Ancient Greek religion was polytheistic.</li><li>• Know that religion played a crucial role in daily life.</li><li>• Know that Greeks built elaborate temples dedicated to specific gods.</li></ul> <p><b>What did the Ancient Greeks achieve?</b></p> <ul style="list-style-type: none"><li>• Know that Ancient Greeks developed philosophy</li><li>• Know that the Ancient Athenians developed the concept of democracy</li><li>• Know that the Ancient Greeks developed the idea of the Olympic games</li></ul> <p><b>Final Enquiry Question: How significant were the Greeks achievements on modern life?</b></p>	
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