

## History Year 5

<p>Know and understand the history of these islands</p>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Second World War with focus on a significant turning point: Battle of Britain</li> <li>• Local history study linking to the significance of the Battle of Britain in the local area</li> </ul>
<p>Know and understand significant aspects of the history of the wider world</p>	<ul style="list-style-type: none"> <li>• Ancient Greece—a study of Greek life and achievements and their influence on the Western world</li> </ul>
<p><b>These are National Curriculum statements</b></p>	<p><b>These can be used on curriculum star grids</b></p>
<p>Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p>Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p><i>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</i></p>	<ul style="list-style-type: none"> <li>• Use more significant time markers within, as well as between, periods</li> <li>• Make links between different features of a society to make sense of the world lived in by people in the past</li> <li>• Avoid generalisations about people's experiences, recognising that different people within a society would have had different experiences</li> </ul>
<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> <li>• Use dates and specific terms confidently to establish period detail</li> <li>• Use secure substantive knowledge to identify contrasts within and across previous periods studied</li> </ul>
<p>Identify similarities and differences between ways of life in different periods</p> <p>Address and devise historically valid questions about similarity and difference</p> <p><i>In KS2, Y3 and Y5 will focus on similarity and difference.</i></p>	<ul style="list-style-type: none"> <li>• Use secure substantive knowledge to make links between three periods of history, in response to a question relating to a theme</li> <li>• As part of an enquiry, use secure substantive knowledge to identify similarities and differences between the local area in World War 2 and now</li> </ul>
<p>Understand changes within living memory</p> <p>Address and devise historically valid questions about change and cause</p> <p><i>In KS2, Y4 and Y6 will focus on change and cause.</i></p>	
<p>Understand significant historical events, people and places in their own locality</p> <p>Address and devise historically valid questions about significance</p> <p><i>In KS2, Y3 and Y5 will focus on significance.</i></p>	<ul style="list-style-type: none"> <li>• Understand how and why historians may view certain events, people or changes as more significant than others</li> <li>• Use secure substantive knowledge to show understanding of a significant turning point in British history</li> <li>• Use secure substantive knowledge to explain the significance of the local area in relation to World War 2 and the Battle of Britain</li> </ul>

<p>Identify different ways in which the past is represented</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p><i>In KS2, Y4 and Y6 will focus on different interpretations of a range of sources.</i></p>	
<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><i>When children have developed secure substantive knowledge of a time period, they will carry out at least one enquiry per unit. They will create their own enquiry question, although creating the question may be guided by the teacher e.g. focus on a specific topic or based upon specific sources available.</i></p>	<ul style="list-style-type: none"> <li>• Know why historians may treat some sources cautiously e.g. propaganda but that these sources can still be useful depending on the question</li> <li>• Know how historians evaluate evidence to choose the most reliable form in relation to a specific question</li> </ul>
<p>Note connections, contrasts and trends over time</p>	<ul style="list-style-type: none"> <li>• Use secure substantive knowledge to identify connections and contrasts over time within historical enquiries relating to one of the key whole-school themes</li> </ul>
<p>Create own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> <li>• Make widespread use of period-specific detail to make the work convincing and authentic</li> <li>• Independently refer to dates and important lengths of time</li> </ul>
<p>Greater Depth</p>	<ul style="list-style-type: none"> <li>• Show initiative in their research e.g. independently find and interpret sources which they believe to be useful in their enquiries</li> <li>• Independently make connections and apply ideas from previous learning, or learning from outside school</li> <li>• Identify information that the available sources do not reveal</li> </ul>
<p>Key Themes</p>	<p><u>World War II</u></p> <ul style="list-style-type: none"> <li>• Aviation</li> <li>• Conflict</li> </ul> <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> <li>• Leadership and Democracy</li> <li>• Belief Systems</li> <li>• Legacy</li> </ul>
<p>Diversity</p>	<ul style="list-style-type: none"> <li>• The role of women in World War II</li> <li>• African-Caribbean RAF pilots</li> <li>• Alan Turing</li> </ul>

<p><b>Defined End Point</b></p> <p>Know how historians construct informed responses to historical enquiries based around similarity, difference and significance, noting connections and contrasts over time and evaluating the reliability of sources based on the enquiry. This must partly be in the context of local history.</p>
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Area of Study and Key Figures	Themes				
	Chronology / Enquiry	Belief Systems	Aviation / Conflict	Leadership and Democracy	Legacy
<p>Ancient Greece-a study of Greek life and achievements and their influence on the Western world</p> <p>Alexander the Great Plato Aristotle Socrates Hippocrates</p>	<p>duration interval connection contrast generalisation bias prejudice social standing substantiated cautiously unreliable reliable evaluate authentic commemorate democracy ideology</p>	<p>pantheon flaw superstition iconography sanctuaries sacred alter statue votives sacrifice</p>		<p>government politics democracy city-state tyrant oligarchy lottery treasurer vote citizen assembly council courts representative</p>	<p>alphabet javelin discus gymnasium Olympics Hippocratic Oath philosopher astronomy mathematics medicine</p>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Second World War with focus on a significant turning point: Battle of Britain Local history study linking to the significance of the Battle of Britain in the local area</p> <p>Douglas Bader Winston Churchill Air Chief Marshal Hugh Dowding Lord Beaverbrook Adolf Hitler Herman Goering</p>			<p>turning point Doncaster plant works railway works air raid allies axis Battle of Britain memorial blitz squadron military base hawker hurricane Supermarine spitfire ground crew Dowding System defence sector station anti-aircraft gun barrage balloon searchlight inland Luftwaffe RAF Fighter Command Nazi WAAF home guard civil defence parachute allotment firewatcher munitions bombardment aerial combat military campaign auxiliary starfish decoy</p>		

## Ideas for Historical Enquiry Questions

Ancient Greece and its Legacy on the Western World	A Significant Turning Point in British History and Local History
<p>How were the experiences of men and women different in Ancient Greece and how does this compare to today?</p> <p>How does the legacy of Ancient Greece compare to the legacy of Ancient Egypt? (Y4 link)</p> <p>What are the similarities and differences between art from different civilisations? E.g. cave paintings, Egyptian tomb paintings, Greek vases</p> <p>How significant was art in the civilisations we have learned about in Key Stage 2?</p> <p>Would you have preferred to live in Athens or Sparta?</p>	<p>Why was the Battle of Britain a turning point in World War 2?</p> <p>Why did Germany lose the Battle of Britain if Britain was so close to losing only days before?</p> <p>What are the similarities and differences between German and British propaganda?</p> <p>How were the weapons used in World War 2 different to the weapons used by Roman / Iron Age warriors?</p> <p>Why is there a Battle of Britain memorial located in Doncaster?</p> <p>Why is it so difficult to be sure what life was really like on the Home Front?</p>