



History Long Term Map Year 5

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Early Islamic Civilisation</u></p> <p>In the historical study of Early Islamic Civilisation, primary and secondary sources of evidence will be used to deduce information about the past. The children will learn to recognise primary and secondary sources of information and understand that no single source of evidence gives the full answer to questions about the past and that versions of events may vary because of this. The children will develop their skills in assessing the level of reliability sources have and think about how some sources maybe biased.</p> <p>The investigation into the Early Islamic Civilisation will begin by identifying where this area is, which continent it is a part of and which hemisphere it belongs to. The children will identify when this time period occurred in comparison to prior learning and use their skills of chronology to develop an understanding of the key events from this time. The children will learn about the four caliphs and build an understanding of how features of the past such as religion and technology have impacted upon the modern day including the wider world's impact upon Britain. Other aspects of life from this time shall be explored such as medicine, trade and academic studies to build a holistic view of how Early Islamic Civilisation has impacted us today and how it compared to London in AD 900. The children will carry out extensive research using primary and secondary sources to determine where they would rather have lived in AD 900 and why. They will need to consider the reliability and appropriateness of sources to construct informed responses to a historical question.</p>	<p>...a non-European society that provides contrasts with British history -Mayan civilization c. AD 900;</p> <p>...explore the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.</p> <p>... continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>...establish clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>...regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>...construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>...understand how our knowledge of the past is constructed from a range of sources</p>

Autumn 2	<p style="text-align: center;"><u>Water World</u></p> <p>Description of unit or N/A if no coverage this half term</p>	N/A
Spring 1	<p style="text-align: center;"><u>Space</u></p> <p>Within this mainly geographic unit, the children will have the opportunity to explore the key historical events linked to Space. The children will find out about previous theories about our Solar System and how/why they have changes over time - heliocentric and geocentric theories. Through the story of the Space Race, the children will assess the reliability of different sources and the impact that propaganda has on reliability. Through the writing of a newspaper report, the children will demonstrate an understanding of the events before, during and after the 1969 moon landings.</p> <p style="color: red;">Wonderdome in school (information to be given about the Space Race between the USA and the USSR and the moon landing, 1969).</p>	<p>... 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.</p> <p>... understand how our knowledge of the past is constructed from a range of sources.</p> <p>... note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>
Spring 2	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Within the historical study of the Ancient Greeks, there shall be a huge focus upon the impact of the culture, life choices and heritage on the modern day world. The Ancient Greeks are well known for the invention of democracy, the introduction of the Olympics and marathons as well as being the home of various educational influences. The children shall begin by developing their understanding of chronology and where Ancient Greece fits into their previous studies of world history. At this early point, the children shall</p>	<p>...Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>... 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.</p>

	<p>identify which events they think were key for the Ancient Greeks and which events are key to the modern day world.</p> <p>These ideas shall then be built on through the use of historical enquiry. Democracy as it was shall be explored and then how it has changed through location and time resulting in democracy in Great Britain now. The start of the Olympics and marathons shall also be studied as well as how and why they have been continuous events through time to this day. The work of famous Greek mathematician 'Pythagoras' shall also be investigated. The children will learn his theories, test them out and discuss why they are still used today.</p> <p>The location of Ancient Greece shall be explored and how and why the empire was able to expand. This will help the children to develop greater ideas about how and why the Ancient Greeks have influenced many parts of the world through time and still today.</p> <p>This will be concluded with an assessment piece of writing where the children will discuss the impact of Ancient Greece on modern day life.</p> <p><i>Greek Workshop in school.</i></p>	<p>... note connections, contrasts and trends over time.</p> <p>... address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>... construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<p>Summer 1</p>	<p style="text-align: center;"><u>Biomes</u></p> <p>Description of unit or N/A if no coverage this half term</p>	<p>N/A</p>
<p>Summer 2</p>	<p style="text-align: center;"><u>London</u></p> <p>During this mainly geographic unit of work, the children will have the opportunity to research famous London landmarks. Sculptors/architects named Charles Barry and John Thomas contributed to the construction of two of the most famous London landmarks: the Palace of Westminster and Buckingham Palace. They also contributed in completing the Halifax Town</p>	<p>...a local history study (a study over time tracing how several aspects of national history are reflected in the locality).</p> <p>... continue to develop a chronologically secure knowledge and understanding of British history.</p>

Hall. The children will complete some research about the architects including their work through the years. They will then have the opportunity to visit the Halifax Town Hall to see what remains of their work. The purpose of the town hall then and now shall be compared and how this building that was built in 1861 is still important today.

The London transport systems shall also be compared. The change in trends over time and the reasons for this shall be explored.

Day visit to London (optional)

Visit to the Halifax Town Hall

... note connections, contrasts and trends over time and develop the appropriate use of historical terms.