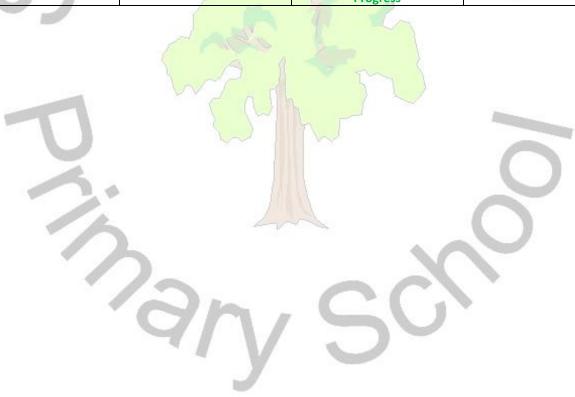
Year 5History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Was the Victorian Era a dark		What can we learn about	r.	
	age or a golden age?		everyday life in Ancient		
	Monarchy		Greece?		
	Empire		Civilisation		
	Poverty		Religion		
	Progress	Y	Conflict		
	03		Wealth and Poverty		
		100	What legacies did the		
			Ancient Greeks leave		
		70 7	behind? Government		
			Progress		



Year 5 Medium Term Plan

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	Term 2 History- Was the Victorian Era a dark age or golden age?		
	National Curriculum Links	Key Vocabulary	Pupil Offer
	HISTORY	Monarch	Start of unit-
	 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Example: a significant turning point in British history, 	Empire	Surprise Victorian School Theme
	for example, the first railways)	Reform	Day
		Influence	
		Primary Source	End of Unit-
		Industrial Revolution	Class Trip: A Victorian Christmas
			at Kent Life
		7	

Term 2	Week 2	Week 3	Week 4	Week 5	Week 6
	THEME DAY - Chronological Understanding - Queen Victoria Facts Monarchy	VICTORIAN JOBS Poverty Reading Comprehension to provide	VICTORIAN INVENTIONS Progress Pupils will be introduced to Famous	KS1 Retrieval Progress in flight	TRIP- KENT LIFE Retrieval- BIG QUESTION
Lesson Overview including Substantive	NB: KS1 Retrieval- Monarchs - School Life - British Empire (Geog links) Empire - Victoria Sponge/Gruel	pupils with an insight into Victorian Jobs for Kids Pupils will then be unpicking the reliability of different sources to	people and will then be provided with the opportunity to research, and create a timeline of, Victorian inventions.	RAILWAYS Progress Pupils will be learning about the development of the railway and considering the impact this had on	Was the Victorian Era a dark age or golden age? Pupils will be responding to the big question. Based on their learning from this term, they will need to consider
knowledge	Poverty Pupils will be learning about life in the workhouse. This includes comparing Sources & discussing their reliability.	understand what Victorian factories were really like for children.	They will then be discussing which they believe to be most significant and why	different people. They will be using this to debate if the railway was a positive or negative development for people during Victorian times.	
Disciplinary Knowledge	Place current study on a timeline in relation to other studies. I can evaluate evidence.	I can evaluate evidence.	I can appreciate the significance of historical events and give reasons why some events are more significant	Study and compare aspects of life for different people.	I can describe how historical events influence life today.
Organisation and Communication	Diary Entry based on life		Timeline of inventions	Debate impact of the railway Writing in role	Discussion Text
Famous People	Queen Victoria	70-	George Stephenson Isambard Kingdom Brunel. Lord Shaftesbury	Charles Dickens (English)	

Term 4 History- What can we learn about everyday life in Ancient Greece?	What legacies did the Ancient Greeks leave behind?			
National Curriculum Links		Key Vocabulary	Pupil Offer	
HISTORY		Theatre, religion, democracy, civilisation,	Ancient Greek dress up and	
A study of Greek life and achievements and their influence on the western world.		citizens, culture, Athens, Sparta, Olympia	theme day	
		hoplite, myth, Olympics, Parthenon.		

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
	DRESS UP & THEME DAY Civilisation - Chronological Understanding	Year 4 Retrieval Daily Life in Egypt	ATHENS AND SPARTA Wealth and Poverty Conflict	RESEARCH PROJECT What can we learn about everyday life in Ancient Greece?	Retrieval- BIG QUESTION Progress What legacies did the Ancient Greeks
Lesson Overview including Substantive knowledge	- Chronological Understanding - Geographical knowledge - Governing City Starts Government - Greek Alphabet - Theatre & Masks - Greek Food Year 4 Retrieval Egyptian Gods ANCIENT GREEK GODS Pupils will be learning about Greek Gods and Goddesses and learning about their importance. Religion	LIFE IN ATHENS Civilisation Pupils will be using a range of evidence to learn about everyday life in Athens. LIFE OF WOMEN Wealth and Poverty Pupils will be learning about the lives of wealthy women in Ancient Greece. They will be using this knowledge to evaluate texts.	Pupils will be learning about the differences for men and women who lived in Athens and Sparta. They will then be using this to debate where they would rather live. They will use this to write a persuasion about which city state we should choose to live in and why.	Pupils will be posing their own questions based on what they would still like to know about life in Ancient Greece	What legacies did the Ancient Greeks leave behind? Pupils will be predicting what they think will be included in a BBC clip of Ancient Greek legacies. They will then watch and evaluate the contents before writing to the producer with their suggestions for improvement.
Disciplinary Knowledge	Place current study on a timeline in relation to other studies. I can describe how historical events influence life today.	I can describe similarities and differences between people, events and artefacts studied. I can study and compare aspects of life for different people.		I can devise historical questions and independently use a range of reliable sources to find the answer. I can select reliable sources of information to answer questions.	I can describe how historical events influence life today. I can appreciate the significance of historical events and give reasons why some events are more significant
Organisation and Communication	Fact File based on Greek Gods	Report	Venn Diagram Debate & Persuasion		Persuasion
Famous People	Aristotle (Term 3 Space)	11.4	(2)		

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