



History: Year 5 & 6



| Enquiry question | How did life change during the Victorian era and was it the same for everyone? | How did Early Islam spread and what is the legacy of this civilisation? | What was life like in Britain during the Second World War? | What was the significance of the Gunpowder works in Ponsanooth? | What do we know about the Ancient Egyptians and how do they compare to other early civilisations? | Who were the Mayans and why did the civilisation eventually decline? |
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| Curriculum links | <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> | <i>A non-European society that provides contrasts with British history</i> | <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> | <i>A local history study</i> | <i>The achievements of the earliest civilisations - Ancient Egypt</i> | <i>A non-European society that provides contrasts with British history</i> |
| Outcome | Children can use a range of sources to explain the changes to different parts of British society during the Victorian era. | Children can explain the reasons for the spread of the Early Islamic civilisation and the legacy of their achievements. | Children can analyse and interpret a range of historical sources to explain what life was like in wartime Britain. | Children can use local sources to explore the impact of gunpowder production industry in Ponsanooth and surrounding area. | Children will build a picture of what Ancient Egyptian society was like. Using surviving evidence and historical sources, they will make comparisons with other ancient civilisations. | Children can explain who the Mayans are, what life was like and why there was a sudden decline. |
| Sequence of Learning | <ul style="list-style-type: none"> - I can locate the Victorian era on a chronological timeline. - I can identify some of the main changes that took place during the Victorian era. - I can use historical sources to find out about working conditions in Victorian factories. - I can compare town and country life during the Victorian era. - I can explore the impact of changes to transport during the Victorian era. - I can use historical sources to investigate what life was like for Victorian children. - Assessment lesson: How did life change during the Victorian era and was it the same for everyone? | <ul style="list-style-type: none"> - I can locate the Early Islamic Empire on a world map and a chronological timeline, identifying iconic features of this civilisation. - I can explain the reasons for the development and spread of the Islamic Empire in the 7th century. - I can use historical sources to find out about the importance of Baghdad to the Early Islamic civilisation. B - I can explain how early Islamic achievements have impacted our lives today. - Assessment lesson: How did Early Islam spread and what is the legacy of this civilisation? | <ul style="list-style-type: none"> - I can locate the Second World War on a chronological timeline and briefly explain the causes of the Second World War. - I can use historical sources to find out about the evacuation of children during the Second World War. - I can explain how the Home Front contributed to Britain's resistance against Germany. - I can analyse the government's use of propaganda and censorship in wartime Britain. - I can use historical sources to describe how VE day was celebrated in Britain. - Assessment lesson: What was life like in Britain during the Second World War? | <ul style="list-style-type: none"> - I can explore the origins of the Kennall Vale gunpowder works. - I can find out what life would have been like for those who worked in the gunpowder works. - I can explore why the gunpowder works were significant for Ponsanooth - I can explain how the gunpowder works contributed to local trade. - I can consider the legacy of the gunpowder works in the village today. | <ul style="list-style-type: none"> - I can locate Ancient Egypt on a world map and a chronological timeline, identifying iconic features of this civilisation. - I can explore the evidence that exists to find out about life in Ancient Egypt. - I can use historical evidence to explain what life was like for different levels of Ancient Egyptian society. - I can explain the Ancient Egyptian belief of the afterlife. - I can make comparisons between Ancient Egypt and other civilisations from the same time. - Assessment lesson: What do we know about the Ancient Egyptians and how do they compare to other early civilisations? | <ul style="list-style-type: none"> - I can locate the Mayan civilisation on a world map and chronological timeline, identifying key features of this civilisation. - I can explain how the Mayan Empire was able to spread. - I can make comparisons between life in different levels of Mayan society. - I can use historical evidence to find out about life in the Mayan civilisation. - I can consider different explanations for the decline of the Mayan civilisation. - Assessment lesson: Who were the Mayans and why did the civilisation eventually decline? |
| Vocabulary | Victorian era, chronology, Queen Victoria, industrialisation, urbanisation, transport, inventions, factories, source reliability, society, poverty, railways, canals, steam ships, education, workhouses, chimney sweeps | Islam, Baghdad, Muslims, Arabia, Prophet Mohammad, caliphs, Empire, trade, merchants, mathematics, astronomy, geography, science and technology, architecture, philosophy and literature, medicine | appeasement, Hitler, Chamberlain, evacuation, the Blitz, Home Front, rationing, gas masks, air raid shelters, propaganda, censorship, recruitment, Victory in Europe Day | Economics, employment, trade, industrial revolution | Egyptians, civilisation, River Nile, pyramids, hieroglyphics, papyrus rolls, tombs, Tutankhamun, hierarchy, afterlife, mummification, Sumner, Indus Valley, Shang Dynasty | Mayan, crops, irrigation, hierarchy, clothing, food, human sacrifice, hieroglyphs, drought, over-population, warfare, disease |

