

HISTORY MEDIUM TERM PLAN (MTP) YEAR 5 2020: Taught 1st half of each term

HISTORY MTP Y5	Autumn 1: 7 WEEKS	Spring 1: 6 WEEKS	Summer 1: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p>Topic Title: Ancient Greece</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> A study of Ancient Greece - Greek life and achievements and their influence on the western world (eg. Political structure of Greek society: Athenian democracy) Greek life - religious beliefs (Greek mythology and legends), structure of warfare (Sparta as a centre of war, the battle of Marathon, and wars with the Persians: Trojan Horse) <p>Key Skills:</p> <ul style="list-style-type: none"> Use evidence to describe the culture and traditions of studied periods. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses by people in the past. Describe similarities and differences between people, events and artefacts. Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order and main changes in a period of history. Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration,</p>	<p>Topic Title: Tudors</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Local history study linked with Tudor dynasty - establishment of Tudor dynasty (Henry VII to death of Elizabeth I) Major events in the Tudor Dynasty (eg. Battle of Bosworth, Henry VIII and the dissolution of Catholicism, Spanish Armada, Shakespeare) <p>Key Skills:</p> <ul style="list-style-type: none"> Use evidence to describe the culture and traditions of studied periods. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses by people in the past. Describe similarities and differences between people, events and artefacts. Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order and main changes in a period of history. Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>	<p>Topic Title: Victorians</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> The importance of the Victorian Era - British Empire (Empress of India), Industrial revolution. <p>Key Skills:</p> <ul style="list-style-type: none"> Use evidence to describe the culture and traditions of studied periods. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses by people in the past. Describe similarities and differences between people, events and artefacts. Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order and main changes in a period of history. Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>

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Lesson 1	<p>Lesson objective (s):</p> <p>To explore ancient Greece</p> <p>I can locate ancient Greece on a map</p> <p>I can explain how the Greek empire changed and grew.</p> <p>I can say one reason why the Greek empire grew.</p> <p>Brief outline of main tasks: To label a map of ancient Greece. To create notes of Greece then and now . To create key notes about Ancient Greece.</p>	<p>Lesson objective (s):</p> <p>To know who the Tudor monarchs were</p> <p>Brief outline of main tasks:</p> <p>Key people and family tree – final focus to be on Elizabeth I</p> <p>http://www.primaryhomeworkhelp.co.uk/hou ses/tudor.htm</p>	<p>Lesson objective (s):</p> <p>To know who Queen Victoria was</p> <p>Brief outline of main tasks:</p> <p>Research general background and family tree</p>	
Lesson 2	<p>Lesson objective (s):</p> <p>To be able to create a timeline of Ancient Greece</p> <p>I can discuss key information about Greece.</p> <p>I can choose key event to put on my timeline.</p> <p>I can record the events in chronological order.</p> <p>Brief outline of main tasks:</p> <p>Explore information about Ancient Greece and discuss any key events.</p>	<p>Lesson objective (s):</p> <p>To know who Queen Elizabeth I was</p> <p>Brief outline of main tasks:</p> <p>Discuss and research Queen Elizabeth’s I life. Write a fact file about Queen Elizabeth I.</p>	<p>Lesson objective (s):</p> <p>To know how people lived during the Victorian era (workhouses and the poor)</p> <p>Brief outline of main tasks:</p> <p>Workhouse – a place where poor Victorian people could end up if they had no money. It was a very hard place to live and families were separated.</p>	

	Use the key events to create a timeline of Ancient Greece.		Comparison between my life and the workhouse life Write a daily account of the life in the work house.
Lesson 3	<p>Lesson objective (s): To know how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p>I can explain what democracy is</p> <p>I can explain if I think different systems of democracy are fair or not and give reasons</p> <p>I can compare ancient and modern democracy</p> <p>I can understand the legacy of the Athenian democratic system</p> <p>Brief outline of main tasks: Research and learn about Greek democracy. Explore the three main systems of democracy. Write similarities and differences between Ancient Greek democracy and modern democracy.</p>	<p>Lesson objective (s): To know the food of the Tudors and Elizabethan era</p> <p>Brief outline of main tasks: Research Tudor foods and compare it to the food we eat today. Create a poster for Tudor food. Explain why particular food were important.</p>	<p>Lesson objective (s): To know how people lived during the Victorian era (workhouses and the poor)</p> <p>Brief outline of main tasks: Workhouse – a place where poor Victorian people could end up if they had no money. It was a very hard place to live and families were separated.</p> <p>Outline of task: Imagine you are a journalist in 1835 and you have managed to gain access to a local workhouse. Write a report to describe your visit. You are able to see what the inmates do, eat, wear and where they sleep. You might even interview some of them to hear what they have to say</p> <p>Compare the lives of rich Victorians to poor Victorians, what resulted in the poor to be in the workhouses.</p>

Lesson 4	<p>Lesson objective (s):</p> <p>To know about Ancient Greek gods and goddesses and knowing what they represented to the people who worshipped them.</p> <p>I can research different Greek gods and write key facts about them.</p> <p>Brief outline of main tasks:</p> <p>Research facts about Greek gods and make notes for each one.</p> <p>Draw one chosen god and explain the reason for their choice.</p>	<p>Lesson objective (s):</p> <p>To know the clothes of the Tudors and Elizabethan era</p> <p>Brief outline of main tasks:</p> <p>To research about the Tudor clothes, the styles they wore and where the designs were inspired by.</p> <p>Compare the clothing worn in the Tudor to clothing today and explain key differences.</p>	<p>Lesson objective (s):</p> <p>To know how people lived during the Victorian era - children's lives.</p> <p>Brief outline of main tasks:</p> <p>Create a report (non-chron) about the different aspects of life as child.</p>
Lesson 5	<p>Lesson objective (s):</p> <p>To know how the past is constructed from a range of sources e.g. how the Olympics have changed over time but how some features have remained.</p> <p>I can tell you why pottery can give us information about the Ancient Greek Olympic Games.</p> <p>I can explain how important the Ancient Games were to the modern Olympic Games and say what is the same and what has changed.</p> <p>I can describe the modern day Olympic games.</p>	<p>Lesson objective (s):</p> <p>To understand the style and structure of Tudor houses.</p> <p>Brief outline of main tasks:</p> <p>Children to draw and describe the key features of a Tudor building.</p> <p>Explore why the houses were designed in a certain way and make comparisons to the houses of today.</p> <p>Where will you find many Tudor building now in the UK?</p>	<p>Lesson objective (s):</p> <p>To know about important historical figures and their impact on people's lives.</p> <p>Brief outline of main tasks:</p> <p>Dr Barnardo</p> <ul style="list-style-type: none"> • Read extract from street child • Learn about Barnardo • His legacy and the charity now

	<p>Brief outline of main tasks: Researching a range of sports from the ancient Greek Olympics and then compare to the modern day Olympics.</p>			
Lesson 6	<p>Lesson objective (s): To compare different city states and recall facts about the Battle of Marathon</p> <p>I can explain how Athens and Sparta are similar and different.</p> <p>I can order the events of the Battle of Marathon.</p> <p>I can think about the events of the Battle of Marathon from the point of view of someone involved in the Battle.</p> <p>Brief outline of main tasks:</p> <p>Write a recount of the Battle from the point of view of an Athenian hoplite, a Persian soldier, Pheidippides, King Darius, or Miltiades.</p>	<p>Lesson objective (s): To be able to consolidate my learning about the Tudors.</p> <p>Brief outline of main tasks:</p> <p><i>INCLUDE: ASSESSMENT AND EVALUATIONS</i></p>	<p>Lesson objective (s): To be able to consolidate my learning about the Victorians.</p> <p>Brief outline of main tasks:</p> <p><i>INCLUDE: ASSESSMENT AND EVALUATIONS</i></p>	
Lesson 7	<p>Lesson objective (s): To be able to consolidate my learning about Ancient Greece</p> <p>Brief outline of main tasks: <i>INCLUDE: ASSESSMENT AND EVALUATIONS</i></p>	Term end	Term end	

