

Park Gate Primary School
Year 5 and 6 Subject Overview: History

Overview

Pupils will 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. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will address and devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.

Overview & Depth Studies

In planning to ensure the progression described above through teaching the British, local and world history outlined, teachers will combine overview (themes) and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Significant Events (broader encounters)

Enhance knowledge of British, local and world history.
Harvest – impact on children over time.
Black History Month.
Guy Fawkes – who, when, where and what was he trying to do?
Remembrance – WWI and subsequent wars. Poppies and poems.
St. Andrew's Day – the story.
Christmas – the story, the significance on a timeline.

Year 5 Depth Study

Innocent Until Proven Guilty

Use a range of sources of evidence to explore Britain's settlement by Anglo-Saxons and Scots, including Roman withdrawal, Scots' invasion from Ireland to north Britain (now Scotland) and Anglo-Saxon invasions and settlements, developing a chronologically secure understanding.

Use a range of sources to build knowledge and establish a clear narrative of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (including Anglo-Saxon laws and justice).

Investigate their own lines of enquiry based on key questions. Choose reliable sources of evidence to answer question, realising that there is often not a single answer to historical questions.

Construct informed responses, selecting and organising relevant historical information.

Recognise the specific contribution and legacy of Saxons and Vikings influencing life today.

Year 6 Depth Study

How Civilised

Use a range of sources of evidence to build knowledge of the Greeks, Mayans and Egyptians.

Investigate own lines of enquiry based on key questions. Choose reliable sources of evidence to answer question, realising that there is often not a single answer to historical questions.

Develop a chronology of civilisations studied making links between some of the features studied.

Describe how some of the features ancient civilisations influence life today.

Ancient Greece (all pupils) – a study of Greek life and achievements and their influence on the western world focusing on; when, Greek life, Olympics, democracy, afterlife and belief.

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| <p>Burns Night Shrove Tuesday St. David's Day St. Patrick's Day Easter Sporting Traditions – Wimbledon Mother's Day/Father's Day</p> | | <p>Ancient Egypt (one class) The achievements of the earliest civilizations – everyday life, rulers, pyramids, religion, writing systems and food.</p> |
| | <p>Year 5 Depth Study Friend or Foe</p> | <p>Mayan Civilization (one class) A non-European society that provides contrasts with British history - everyday life, rulers, pyramids, religion, writing systems and food.</p> <p>Make connections and contrasts between Egyptian and Mayan Civilisations by constructing informed responses, selecting and organising relevant information.</p> <p>Construct informed responses and children to teach each other key elements across the two classes comparing - everyday life, rulers, pyramids, religion, writing systems and food.</p> <p>Participate in a History convention to share knowledge of Greek, Mayan and Egyptian civilisations with an audience.</p> |
| | <p>Sequence the events of WW2 on a timeline establishing a clear narrative and address questions regarding cause and consequence.</p> <p>Select and organise primary and secondary sources to discover what life was like as a WW2 evacuee (local visitor link).</p> <p>Explore sources of information to develop understanding of the rationing system and the types of foods available in the UK during WW2.</p> <p>Make connections between national history and how the local area was used to during WW2 (including local buildings-Coldeast, evacuation and growing produce).</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> | |
| | <p>Overview Year 5 Theme Study Crime and Punishment</p> | <p>Overview Year 6 Theme Study Afterlife and Ritual</p> |
| | <p>Research the changes in an aspect of British history (crime and punishment) that extends pupils' chronological knowledge beyond 1066. Periods of history studied; Medieval England, Stuarts, Victorians, Current</p> | <p>Periods of history studied; Greeks, Egyptians, Mayans and afterlife and beliefs.</p> |

