

CURRICULUM MAP (Long term plan)

SUBJECT : History

YEAR GROUP: 5

	Cycle 1 Autumn Maya	Cycle 2 Spring World War II	Cycle 3 Summer The Tudors
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Students shall have an appreciation of other cultures outside of Europe, and how those cultures have influenced our own. Students shall have a strong grasp of the concept of empire including the second order concepts of significance similarity and difference cause and consequence change and continuity source analysis. To develop a chronologically secure understanding of the Maya Civilisation.</p> <p>To know that our knowledge of Maya civilisation is constructed from a range of sources.</p> <p>Understand and define primary and secondary sources.</p> <p>To identify different sources and recognise and explain the validity of these sources.</p> <p>To understand and define the following key vocabulary</p> <ul style="list-style-type: none"> - Empire - Polytheistic - Religion - Civilisation - Mesoamerica - Architecture 	<p>To develop a chronologically secure understanding of where World War II features in British history.</p> <p>To know that our knowledge of WW2 is constructed from a range of sources.</p> <p>Understand and define primary and secondary sources.</p> <p>To identify different sources and recognise and explain the validity of these sources.</p> <p>To understand and define the following key vocabulary</p> <ul style="list-style-type: none"> - Allies - Evacuation - Evacuee - Conscripted - Commemorate - Home front - Axis - Commonwealth - Windrush - Holocaust 	<p>To develop a chronologically secure understanding of where the Tudors feature in British history.</p> <p>To know that our knowledge of the Tudors is constructed from a range of sources.</p> <p>Understand and define primary and secondary sources.</p> <p>To identify different sources and recognise and explain the validity of these.</p> <p>To understand and define the following key vocabulary</p> <ul style="list-style-type: none"> - Battle of Bosworth - Heir - Monarch - Reign - Spanish Armada - Social Status - Execution - Treason - Inherit - Tyrant

	<ul style="list-style-type: none"> - Settlement - Sacrifice - City State - Hieroglyphics - Warfare - Trade - Significance - Cause and consequence - Change and continuity 		
Disciplinary knowledge - what skills are practised?	<p>Critical thinking. Weighing evidence. Sifting arguments. Developing perspective and judgement. Identifying historically significant events and actions. To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create chronologically accurate timelines. Use sources of information to answer questions. Assemble relevant facts together into a piece of informative writing, e.g. paragraphs, fact files.</p>	<p>Critical thinking. Weighing evidence. Sifting arguments. Developing perspective and judgement. Identifying historically significant events and actions. To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create chronologically accurate timelines. Use sources of information to answer questions. Assemble relevant facts together into a piece of informative writing, e.g. paragraphs, fact files.</p>	<p>Critical thinking. Weighing evidence. Sifting arguments. Developing perspective and judgement. Identifying historically significant events and actions. To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create chronologically accurate timelines. Use sources of information to answer questions. Assemble relevant facts together into a piece of informative writing, e.g. paragraphs, fact files.</p>
Key questions (What is the learning about?)	<p>What is History? Why do we study the Maya? Can I discover facts about the Maya civilisation?</p>	<p>Can I explain why World War Two began and order events from WW11 on a timeline?</p>	<p>Can I understand how the Tudor reign began? Can I understand how Tudors lived and the</p>

	<p>Can I explore Maya temples and cities? Can I discover information about Maya Rulers? Can I investigate why the Maya Empire grew to be so powerful? Can I understand the Maya calendar system? Can I understand the Maya number system? Can I explain what the Maya writing system consists of, how words are constructed and what codices are? Can I understand the role that clothing plays in Maya society? Can I understand why the Maya believed in human sacrifice? Can I understand Maya religion and gods? Can I explore how the Maya expressed their culture through art? Can I evaluate the achievements of the Ancient Maya?</p>	<p>Can I explore what it would be like for a child in WW2? Can I describe how people's diets were different during World War II and answer questions about the implementation of rationing? Can I understand the experiences of an evacuee? Can I explore the jobs of women in WW2? Can I understand the purpose of air raid shelters? Can I understand what the Holocaust was and how it impacted the lives of Jewish people in Europe, with a focus on Anne Frank? Can I understand why black and Asian Commonwealth troops joined up and to begin to understand the significance of the Commonwealth contribution to World War Two?</p>	<p>main differences to our homes? Can I understand the differences between different classes of Tudor people? Can I understand who reigned in the Tudor Era? Can I explain Henry VIII's life as a ruler? Can I understand the life of Jon Blanke? Can I know about different punishment methods that were popular?</p>
<p>Assessment</p>	<p>Half-term PPC. Fix it time relevant to the requirements of each individual cohort. Live marking. Ongoing Teacher Assessment through questioning and use of MWB's. End-of-topic double page spread to show understanding. Best Write.</p>	<p>Half-term PPC. Fix it time relevant to the requirements of each individual cohort. Live marking. Ongoing Teacher Assessment through questioning and use of MWB's. End-of-topic double page spread to show understanding. Best Write.</p>	<p>Half-term PPC. Fix it time relevant to the requirements of each individual cohort. Live marking. Ongoing Teacher Assessment through questioning and use of MWB's. End-of-topic double page spread to show understanding. Best Write.</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>N - Maya number system L - word and vocabulary construction. English text - the Curse of the Maya</p>	<p>L - extended piece of writing (recount of an evacuee). English text - Once and Letters from the lighthouse. O: Debate about the treaty and policy of appeasement. N: Chronological timelines.</p>	<p>L: Extended piece of writing about Henry VIII. English text - Treason. Shakespeare poetry. N: Chronological timelines.</p>

<p>Cross Curricular Opportunities</p>	<p>Art/Design - design their own Maya city. Introduced to Maya art. Rainforest art. Geography - maps/where the Maya live. Rainforests topic. RE - Polytheistic beliefs and introduced to life after death.</p>	<p>DT - create their own gas mask. RE - Holocaust Geography - Commonwealth. The effect of the Blitz on UK towns - map work.</p>	<p>Citizenship - laws and punishment. Geography - Spanish Armada. Art: Renaissance art. DT: Theatre set design.</p>
<p>SMSC / Character/Careers/Cultural Capital (personal development)</p>	<p>SPIRITUAL -</p> <ul style="list-style-type: none"> Understanding the religious and spiritual beliefs of different societies and their customs. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. <p>MORAL-</p> <ul style="list-style-type: none"> Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies 	<p>SPIRITUAL -</p> <ul style="list-style-type: none"> Understanding the religious and spiritual beliefs of different societies and their customs. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. <p>MORAL-</p> <ul style="list-style-type: none"> Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and to empathise with decisions made. Students are encouraged to make moral judgements 	<p>SPIRITUAL -</p> <ul style="list-style-type: none"> Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. <p>MORAL-</p> <ul style="list-style-type: none"> Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and to empathise with decisions made. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth. <p>SOCIAL-</p> <ul style="list-style-type: none"> Problem solving as part of a team collaborating on activities.

	<p>and to empathise with decisions made.</p> <ul style="list-style-type: none"> Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth. <p>SOCIAL-</p> <ul style="list-style-type: none"> Problem solving as part of a team collaborating on activities. Students consider what past societies and other cultures have contributed to the development of 'British' culture today. <p>CULTURAL-</p> <ul style="list-style-type: none"> Encouraged to study links between local, British, European and world history to develop an appreciation of our multicultural society. Ways in which events have shaped our culture and society are explored. Investigate historical figures who have shaped Britain and/or left a legacy within our culture 	<p>from a historical point of view and analyse sources of evidence to find out the truth.</p> <p>SOCIAL-</p> <ul style="list-style-type: none"> Problem solving as part of a team collaborating on activities. Students consider what past societies and other cultures have contributed to the development of 'British' culture today. <p>CULTURAL-</p> <ul style="list-style-type: none"> Encouraged to study links between local, British, European and world history to develop an appreciation of our multicultural society. Ways in which events have shaped our culture and society are explored. Investigate historical figures who have shaped Britain and/or left a legacy within our culture 	<ul style="list-style-type: none"> Students consider what past societies and other cultures have contributed to the development of 'British' culture today. <p>CULTURAL-</p> <ul style="list-style-type: none"> Encouraged to study links between local, British, European and world history to develop an appreciation of our multicultural society. Ways in which events have shaped our culture and society are explored. Investigate historical figures who have shaped Britain and/or left a legacy within our culture
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Equality and Diversity	Diverse representation on the slides	Looking at the experiences of Black and Asian communities. Particular focus on Windrush. Women's roles during WWII. Diversity on slides.	Diversity on the slides Learning about John Blanke
Super Curriculum (personal development)	Exploration of https://www.mayaarchaeologists.co.uk/school-workshops/school-visits/	Potential educational visit to Duxford air museum. WW2 evacuation experience/visitor. Museum loans - artefacts.	Educational visit from people showing and explaining the daily lives of Tudors.