






Year 5 History Curriculum Overview 2023-24

Term	Autumn	Spring	Summer
	LIFE/DEATH	BEYOND	LEGACY
Year Group Theme			
Subject Focus	Ancient Egypt-daily life and the traditions around death		Ancient Greece-the legacy for present-day Britain
Essential Questions/ Key concepts	<p>How can we remember people even if we can no longer see them? How will people remember us when we're gone? What have powerful people done to be remembered? How did people survive in a desert? How did people live in Africa long ago? How do we know? What do people think happens when we die?</p> <p>Absolute monarchy-Empire-Nobility-Archaeology-Legacy-Civilisation</p>		<p>What did the Ancient Greeks ever do for us?</p> <p>Alliance-City-state-Military-Democracy-Power-Belief-Nation-Society-Law-Trade-Myth</p>
National curriculum-knowledge and skills	-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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	<ul style="list-style-type: none"> - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 		<ul style="list-style-type: none"> - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world - Ancient Greece – a study of Greek life and achievements and their influence on the western world
Spark, Trips, Visitors, events	Norwich Castle-A day with the Egyptians / British Museum / Fitzwilliam Museum need to know where they are going and why		Fitzwilliam Museum. Cambridge? British Museum?
Diversity/PSHE links	How do we mark people's deaths? How do we remember people who have gone? The legacy of African peoples		How do we make our voices heard? Why is representation important? Who owns the artefacts in museums? Should we repair the damage of previous generations? Are we responsible for the mistakes of our ancestors?
Maestro/Cross - curricular links	Pharaohs Sow, Grow and Farm		Groundbreaking Greeks Gods and Mortals
Key vocabulary	Archaeologist, afterlife, curse, Giza, hierarchy, hieroglyph, pyramid, ritual, Rosetta Stone, sphinx, tomb, Valley of the Kings, vizier, pharaoh, irrigation, climate, livestock, fertile / fertilizer, rotation		Acropolis, architect/ure, Athenian, citadel, city-state, civilization, democracy, empire, mathematician, mythology, Parthenon, philosopher, warrior, Hellenic, conquer, hoplite, labyrinth, Olympus, Peloponnesian War
Skills progression	<ul style="list-style-type: none"> • 5a When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels • 5b I can place historical periods I have studied as well as information about my topic on a timeline • 5c I use dates and historical period terms accurately • 5d I can describe changes within and between periods and societies I have learned about • 5e I can describe similarities and differences in society, culture and religion in Britain at local and national levels • 5f I can give some reasons for and results of historical events, situations and changes • 5g I can suggest which people and causes and consequences of change are more important • 5h I can suggest some reasons why there are different accounts and interpretations of the past • 5i I compare sources of evidence to help me identify reliable information 		

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	<ul style="list-style-type: none"> 5j My written answers are well rounded with: +well-organised with clear conclusions +supported by evidence (from my sources) and reasons +make good use of dates and historical terms 		
Prior knowledge check	Where is Egypt? What do you know about the pyramids? What do you know about hieroglyphs? How long ago was Ancient Egypt? How long did it last?		Where is Greece? When was Ancient Greece? Why do we remember? What was special about Greek myths?
Assessment	<p>By the age of 11:</p> <p>How do these events fit together? What order should they go in? How are they linked?</p> <p>What are the key things that happened during _____? What are the key achievements of the _____? Who are the most important people during _____?</p> <p>How did science/technology/culture/art change during _____? · What are some of the similarities and differences between _____ and _____?</p> <p>Why do you think _____ happened? What happened because of _____?</p> <p>How are _____ and _____ linked together? Do you think _____ would have happened if _____?</p> <p>What do you notice about these _____ (images/artefacts/films/recordings/texts) of _____?</p> <p>Tell me about _____.</p> <p>What was interesting/special about _____?</p> <p>How is _____ different from _____? · Why did the _____? · What were the causes of _____?</p> <p>How were _____ and _____ similar? · What would a _____ think about _____?</p> <p>What different things do these two sources tell you about _____?</p> <p>Why don't people agree about _____? · Is _____ a hero?</p> <p>Use this _____ to tell me about _____? · What questions about _____ CAN'T you answer with this source?</p> <p>Show me all you know about _____ by using a _____.</p>		

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