



Year 5			
Unit of Work	NC Expectations:	Unit End Points:	Knowledge Organiser Facts:
<p>A Kingdom United (Autumn 1)</p>	<p>4. The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Chronology *Developing chronologically secure knowledge and understanding of British history during the Anglo-Saxon period. *Analyse connections, trends and contrasts over the Anglo-Saxon period.</p> <p>Events, people and changes *Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. *Establish a narrative showing connections and trends within and across periods of study</p> <p>Communication *Makes connections, draws contrasts, analyses trends, frame historically valid questions using appropriate dates and terms.</p> <p>Enquiry, interpretation and using sources *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Topic Vocabulary: Runes, St Bede, Sutton Hoo, thatched, dyke, jewellery, Bayeux tapestry, cremation pot, lyre</p>	<ul style="list-style-type: none"> • Children can explain who the Anglo-Saxons were • Children can explain where they originated from • Children can discuss how they came to Britain in tribes. • Can the children name the seven Kingdoms • Children to discuss the evidence we have that they settled in England • Children to discuss if the Anglo-Saxons lived in Wales or Scotland • Children to describe a typical Anglo-Saxon village • Children to describe how a typical Anglo-Saxon lived • Children to know and understand some Anglo-Saxon words and their meanings • Children to put the Anglo-Saxon key events in order • Children to discuss Sutton Hoo 	<ul style="list-style-type: none"> • Who were the Anglo-Saxons and where did they originate from? • How did the Saxons come to Britain? • Why did the Saxons come to Britain? • Describe a typical Anglo-Saxon village? • How did a typical Anglo-Saxon live? • What is Sutton Hoo?

		<ul style="list-style-type: none"> • Children to explain the differences between King Raedwald of East Anglia and Pharaoh Tutankhamen of Egypt? • Children to present information about the Anglo Saxons, using dates and historical language • End of Unit Outcome: To inspire pupils' curiosity and investigate about the Anglo-Saxon era. 	
<p>Inventors and Inventions (Spring 2)</p>	<p>9. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 – 1300.</p> <p><u>Chronology</u> *Developing chronologically secure knowledge and understanding of Non-European history during the Golden Era. Analyse connections, trends and contrasts over the Golden Age period.</p> <p><u>Events, people and changes</u> *Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of the Golden Era-cultural, economic, religious, and social history. *Establish a narrative showing connections and trends within and across periods of study</p> <p><u>Communication</u> *Make connections, draw contrasts, analyse trends and frame historically valid questions using appropriate dates and terms within the Golden Era</p> <p><u>Enquiry, interpretation and using sources</u></p>	<ul style="list-style-type: none"> • Children know where Baghdad is and which country is it the capital. • Children to explain why it has been in the news recently • Children explain about the role of Baghdad in early Islamic civilisation. • Children can compare modern day Baghdad to 100 years ago. • Children to explain what Baghdad was like AD 900 • Children can explain some significant discoveries and their impact on the world (links to medicine-smallpox, technique of cauterisation, forceps and catgut stitches • Children compare the Islamic Golden Era to Europe in the same era 	<ul style="list-style-type: none"> • Where is Baghdad and which country is it the capital city? • What is Baghdad's role in early Islamic civilisation? • Explain how Baghdad has changed over the years? • Name some significant discoveries and their impact on the world? • Compare the Islamic Golden Era to Europe in the same era? • Why did the Islamic Golden Age end?

	<p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information about the Golden Era.</p> <p>Topic Vocabulary: inventions, inventors: Ibn al-Haytham (early development of the camera obscura). Al-jazari (engineer and early developer of automata), Abbas ibn Firnas (reputed to have attempted flight), Al-Zahrawi (pioneer of modern surgery), Merriam al-Ijliya (designer and constructor of astrolabes).</p> <p>Historical Vocabulary: Islamic Golden Era, Dark Ages, A.D, A.H, timeline, duration, primary source/evidence, secondary source/evidence, chronology, seize</p>	<ul style="list-style-type: none"> • Children to explain why the Islamic Golden Age ended • End of Unit Outcome: To inspire pupils' curiosity and investigate about the Golden Era. 	
<p>Faster, Higher, Stronger (Summer 2)</p>	<p>7. Ancient Greece – A study of Greek life and achievements, and their influence on the western world.</p> <p>Chronology</p> <p>*Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.)</p> <p>*Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>*In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...)</p> <p>*Analyse connections, trends and contrasts over time (e.g. Greek influences and their applications to the lives of people in different periods</p> <p>Events, people and changes</p> <p>*Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (e.g. relating to Ancient Greece).</p>	<ul style="list-style-type: none"> • Children can chronologically sequence the period of the Ancient Greeks in comparison to the eras they have studied. • Children can explain where is Greece and what do we know about it • Children can describe who the Ancient Greeks were. • Children can highlight important dates linked to Ancient Greece. • Children to discuss how we know about the Ancient Greeks • Children can discuss how Ancient Greek governed their cities • Children can use historical vocabulary to explain how the Ancient Greek Empire grew and why it did. • Children can construct informed responses based on historical 	<ul style="list-style-type: none"> • What did the Ancient Greeks do for us? • Who were the Ancient Greeks? • How did Ancient Greece influence the world of sport? • Who was Alexander the Great? • Name the differences between the Athenians and Spartans? • Name some of the Greek Gods and Goddesses?

*Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind.
*Establish a narrative showing connections and trends within and across periods of study (e.g. by making connections between Ancient Greek developments and other history units they have already studied).
*Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.

Communication

*Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Enquiry, interpretation and using sources

*Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
*Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
*Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
*Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.

Topic Vocabulary: Minoan, Mycenaean, Classical age, Olympics, Olympiad, Greeks, Grecian

sources to describe how we know about the Ancient Greeks and the impact they have now.

- Children can explain how Ancient Greece influence the world of sport.

(If extra lessons are available)

- Children can name the most important Greek gods and goddesses and their role.
- Children can describe Greeks such as Plato, Socrates and Aristotle and explain why they were famous.

- **End of Unit Outcome:** an in-depth study of the History of Ancient Greece and their influence on the western world.

	Historical Vocabulary: chronology, political, invasion, settlements, archaeology, archaeologist, primary and secondary sources, evidence, society, significance, empires, civilisations, Ancient, BC		
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