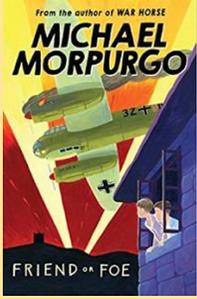


History year planner Year 5

Term	Autumn 1	Autumn 2	Spring 1
Topic or stand-alone	Space As part of Science unit	WW2	Ancient Greeks
History unit NC focus	Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Tim Peake, Helen Sharman British astronauts	Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War Two A significant turning point in British history: The Battle of Britain – how this stopped Operation Sealion (invasion by Germany)	Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Shared Reading Texts:			

<p>Topic standalone curriculum link</p>	<p>Trip: Visit from the Space Dome</p> <p>Curriculum links: Geog – mapping USA and Russia</p>	<p>Trip: The Box, Plymouth</p> <p>Curriculum links: Geog – mapping countries in Europe</p> <p>DT - understand and apply the principles of a healthy and varied diet</p> <p>cook a repertoire of predominantly savoury dishes</p> <p>become competent in a range of cooking techniques</p>	<p>Trip: Eden? Truro museum?</p> <p>Curriculum links: DT – design, make and evaluate masks based on Greek mythical creatures</p>
<p>Enquiry Questions</p>	<p><i>What can we learn from the chronology of astronauts?</i></p> <p><i>Who is Helen Sharman?</i></p> <p><i>How has space exploration changed since Neil Armstrong landed on the moon?</i></p>	<p>How did WW2 impact Great Britain?</p> <p>Why did Great Britain go to war?</p> <p>How important was the Battle of Britain?</p> <p>Why was Plymouth (and the other locations) Blitzed?</p> <p>What was rationing?</p>	<p>What did the Ancient Greeks do for us?</p> <p>What do the Ancient Greek Olympic games tell us about life at that time?</p> <p>How have the Olympics changed?</p> <p>What was life like in Ancient Greece?</p> <p>What do artefacts teach us?</p>

<p>Knowledge content</p>	<p>I know about the history of space exploration from learning about the chronology of astronauts in space.</p> <p>I know about the lives and achievements of 2 British astronauts.</p>	<p>I know causes and consequences of the main events of WW2</p> <p>I know why GB joined the war.</p> <p>I know that Hitler intended to invade the UK.</p> <p>I know that the Battle of Britain victory stopped operation Sealion/invasion.</p> <p>I know why big cities and coastal towns like Plymouth were targeted during the Blitz.</p> <p>I know that children were evacuated.</p> <p>I know how people tried to stay safe (Anderson, Morrison + underground shelters).</p> <p>I know some foods were rationed due to supply, and that this meant there was enough for all.</p>	<p>I know how democracy was developed in Ancient Greece</p> <p>I know that the Olympics were started by the Ancient Greeks.</p> <p>I know the significance of the Olympics to the Ancient Greeks</p> <p>I know that Athens and Sparta were very different city states – Athens gave us democracy, Sparta believed in war. I know that they were run differently</p> <p>I know that Greek vases document aspects of Greek life and beliefs and that a lot of what we know about Greek history today came from these.</p>
<p>Skills content</p>	<p>I can put forward reasons for the increasing number of women and people of colour becoming astronauts</p> <p>I can identify some social, cultural, and ethnic diversities of societies studied in Britain and the wider world.</p> <p>I can present findings about the past (data handling of astronauts)</p>	<p>I can use primary (photos, letters, pathe film, propaganda posters) and secondary (fiction texts, film extracts) sources to deduce a.) feelings of children during evacuation, b.) people during the Blitz.</p> <p>I can use a variety of resources to find out about aspects of life in the past</p> <p>I can use dates to order and place events in a timeline.</p> <p>I can compare life in the 1940s to life now.</p> <p>I can provide an account of WW2 based on more than one source.</p> <p>I can ask questions about WW2.</p>	<p>History – I can use secondary sources to collect information about the past.</p> <p>I can ask questions about the past.</p> <p>I can present findings about the past (how!? – debate)</p> <p>I can compare life in Ancient Greece to life now. Democracy and Olympics</p> <p>I know that here often isn't a simple/single answer to a historical question e.g. What was life like in Ancient Greece? (Athens vs. Spartans)</p>

<p>Sequence of Lessons</p>	<p>L1: What do you observe about these lists of astronauts? L2: Create bar charts, using ICT, to show observations. Discuss what these show about the history of space travel.</p>	<p>L1: When was WW2? Putting WW2 into context with other historical events. L2: Was WW2 really worldwide? Which countries were part of WW2 and which sides were they on? L3: How close did Britain come to being invaded...again? A closer look at operation Sealion and the battle of Britain. L4: How did people try to stay safe? A closer look at Morrison, Anderson and underground station shelters. L5: How did the war impact children? What was evacuation? Where were chd taken? L6: What was rationing? Which foods were/weren't rationed and why?</p>	<p>L1: Who were the ancient Greeks and when were they? L2: Who were the Greeks? A closer look at city states and how they were ruled. L3: Were all city states the same? Athens vs. Sparta. L4: What can we learn about daily life from (pictures of) primary artefacts? L5: What beliefs did the Greeks have? A closer look at some of the Greek Gods. L6+7: How has modern life been impacted – the Olympics.</p>
<p>Vocabulary</p>	<p>Chronology, sequence, century, decade, culture, ethnicity Tim Peake, Helen Sharman, NASA, astronaut, cosmonaut, space race, Russia, USA,</p>	<p>Chronology, sequence, century, decade Account, propaganda, Adolph Hitler, Winston Churchill, Neville Chamberlain, Blitzkreig, rationing, allied/axis, Germany, Poland, France, gas mask, Anderson shelter, Morrison shelter, evacuation, Operation Pied Piper, Operation Sea Lion, Battle of Britain</p>	<p>Account, source, reliable, artefact, Monarchies, oligarchies, democracies, Olympia, Athens, Pheidippides, Delphi, Sparta, chiton (kaiton), city-states, Corinth, Knossos, columns Olympics</p>