

Year Group	Five	Term	Autumn One					
Theme title	Sussex at War							
	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about a local history study.							
Task		<u>Understanding the build up and chronology to WW2</u> -floor timeline, children research the dates and times	<u>Geography of WW2:</u> Thinking about links between countries and position, why was it called a World War?	<u>Newhaven Fort</u> Local area history study -why was a fort built there? -what did the fort do during WW2? -what happened to the people of Sussex during WW2 -What was the experiences and impact of the war on the people of Sussex	<u>What was life like in Shoreham during WW2?</u> -using historical maps, first-hand accounts, newspaper reports, and school documents to think about what life was like during WW2.	<u>What was day-to-day life like for children in school and with rationing?</u>	<u>What was the experience of evacuation like for children? Why did it happen?</u> Watching first-hand clips of the war and a discussion about life for the people	<u>EOU Enquiry:</u> In groups children to answer the question: How did WW2 affect the people of Sussex and Shoreham?

Year Group	Five	Term	Autumn Two						
Theme title	Rebel Rebel								
	NC ref	1	2	3	4	5	6	7	
Objective	Changes over time since 1066								
Task		<u>The Magna Carta</u> What was the Magna Carta? How did it impact the lives of those in the country and what is its impact? What would the children have done and why?	<u>Right to Vote</u> Talk about changes over time (see class timeline on floor) What does it mean to vote? Why is it important? Talk about th history of the suffragettes and the suffragists – whose actions would they have followed and why? Who and what helped the women?	<u>Civil Rights</u> Go though and add on to a timeline the history of being Black and British. Talk about the archaeological findings from Roman Britain suggesting a diverse Britain. Then talk about the history since covering influential black Britons in history.	<u>Declaration of Human Rights</u> Look at the history of Human rights to this point, make links with WW2 topic. Talk about their history and some of the rights we now have. Children then to decide which are the most important to them.	<u>Education</u> Talk about education and its importance referencing previous school choics and how lives are made better by education and why in some places around the world it is still the case. Talk about Malala Yousafzai	<u>EOU Enquiry</u> Ask key questions such as: -How have humans rights changed over time? Has everyoe's lives improved thanks to changes to our Human Rights? What surprised you about this topic? Children then design a bank note bout people they think have been influential in changing human rights		

Year Group	Five	Term	Spring One					
Theme title	To Infinity and Beyond							
	NC ref	1	2	3	4	5	6	7
Objective								
Task								

Year Group	Five	Term	Spring Two					
Theme title	Brave New World							
	NC ref	1	2	3	4	5	6	7
Objective								
Task								

Year Group	Five	Term	Summer One					
Theme title	How Old is the World?							
	NC ref	1	2	3	4	5	6	7
Objective	Ancient Greece – a study of Greek life and achievements and their influence on the western world.							
Task		What do I know and what do I want to know about the Ancient Greeks? Children explore and discuss what they know and what they want to find out about Ancient Greece. Cues such as jobs, cities, religion, money, stories, entertainment.	When was Ancient Greece (sequencing events chronologically) -different stages of Ancient Greece timeline, and the events that happened within those stages.	Where was Ancient Greece? -talk about the location of Greece in comparison to other civilisations, who was powerful at the time – link to their learning about the Egyptians and Mayans in Y4.	What impacted on the lives of the Ancient Greeks? (analysing sources of evidence)	How have the Greeks impacted the modern world? (critically analyse archaeological sources)	An enquiry into the city states of Ancient Greece (using sources to investigate and analyse to form conclusions) <i>This links with the learning children will be doing in the English</i>	

Year Group	Five	Term	Summer Two					
Theme title	How Old is the World?							
	NC ref	1	2	3	4	5	6	7
Objective	Pupils should be taught about a non-European society that provides contrast with British history – one chosen from: <ul style="list-style-type: none">- Early Islamic civilization, including a study of Baghdad c. AD 900- Mayan civilization c. AD 900- Benin (West Africa) c. AD 900-1300							
Task		<u>To construct scaled timelines</u> Scaled timeline focusing on key events in the EI timeline. Then identify linked events and cause and effect.	<u>To understand concurrence</u> Make links between Anglo Saxon / Viking periods and what was happening at the time. Understand multiple timelines run concurrently and to make links between then using chronology and geography.	<u>To analyse sources:</u> Children taught about the city of Baghdad and its achievements around 900AD including: size, function as a trading centre, capital of the empire, layout etc Extract sources from evidence and place those into chronological context.	<u>Analyse and interpret sources:</u> Taught about the context of the civilisation including the geography of the area and the lives of the populace lived. <i>Trade and Power</i>	<u>Select appropriate evidence</u> <u>To use questions to deepen understanding:</u> Children taught about the achievements of the civilisation including Baghdad's role as an educational and trading centre. <i>House of Wisdom</i> KL: to extract and interpret sources to answer a specific learning question related to Baghdad's function as a centre of learning/ trade and present answer in an appropriate manner. They could ask further questions to develop their understanding.	<u>To pursue a line of enquiry:</u> Children to design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question. Source work skills needed, and be able to use a multitude of them to back up their ideas.	