

 <b>History overview – Cycle A</b> <b>Year 5/6</b>			
<b>Unit 1</b>		<b>Unit 2</b>	<b>Unit 3</b>
Year 5/6	Period: English civil war (Newark) 1639 – 1651AD <b>Would you rather be a roundhead or a cavalier?</b>	Period: Mayans 1500BC – 900AD <b>What did the Mayans ever do for us?</b>	Period: Victorian Britain 1820 – 1914AD <b>What was it like to live as a Victorian child?</b>
	<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <b>Examples (non-statutory)</b> <ul style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>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; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</li> </ul>	<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <b>Examples (non-statutory)</b> <ul style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>
N/C	<b>Investigate and interpret the past</b> H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the past. H6: Understand that no single source of evidence gives the full answer to questions about the past. H7: Refine lines of enquiry as appropriate. <b>Build an overview of world history</b> H8: Identify continuity and change in the history of the locality of the school. H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <b>Understand chronology</b> H14: Identify periods of rapid change in history and contrast them with times of relatively little change. H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. H16: Use dates and terms accurately in describing events. H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <b>Communicate historically</b> H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. H19: Use original ways to present information and ideas. H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy	<b>Investigate and interpret the past</b> H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the past. H6: Understand that no single source of evidence gives the full answer to questions about the past. H7: Refine lines of enquiry as appropriate. <b>Build an overview of world history</b> H10: Compare some of the times studied with those of the other areas of interest around the world. H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 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H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the past. H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. H6: Understand that no single source of evidence gives the full answer to questions about the past. H7: Refine lines of enquiry as appropriate. <b>Build an overview of world history</b> H8: Identify continuity and change in the history of the locality of the school. H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 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	Hierarchies		

Vocabulary	<p><b>Civil war</b> - A war between people from the same country</p> <p><b>Grand Remonstrance</b> - The list of all of the things that parliament felt Charles I had done wrong</p> <p><b>Rebellion</b> - When a group of people are angry about something, usually something done by the people in power, and rise up and fight them</p> <p><b>Lord Protector</b> - The title given to Oliver Cromwell when he was in charge of the country during the Commonwealth</p> <p><b>Commonwealth</b> - A Commonwealth is an old word for a government created for the good of the people.</p> <p><b>Tax</b> - Money paid by the people to the government or King to pay for things the country needs</p> <p><b>Royalists</b> (also known as <b>Cavaliers</b>) - Fought for King Charles I. Some were Catholic. Often had long hair. Often wore fancy clothes and hats with feathers in them. They surrendered and were defeated.</p> <p><b>Parliamentarians</b> (also known as <b>Roundheads</b>) - Fought for parliament. Oliver Cromwell was an officer. Most were Protestant. Often had their hair cut short, which gave them the name Roundheads. Often wore round helmets.</p> <p><b>Protestant</b> - a member or follower of any of the Western Christian Churches.</p> <p><b>Catholic</b> – The universal faith of humanity.</p>	<p><b>Mesoamerica</b> - A historical region and cultural area in North America. It extends from approximately central Mexico through Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica.</p> <p><b>Civilisation</b> - An advanced organisation of people who live in a town.</p> <p><b>Hieroglyphics</b> Writing consisting of symbols or pictures.</p> <p><b>Pyramids</b> - a monumental structure with a square or triangular base and sloping sides that meet in a point at the top.</p> <p><b>Rituals</b> - A religious or solemn ceremony consisting of a series of actions performed according to a set order.</p> <p><b>Sacrifice</b> - An act of slaughtering an animal or person or surrendering a possession as an offering to a deity (ruler or god)</p> <p><b>Settlements</b> - a place, typically one which has previously been uninhabited, where people establish a community.</p> <p><b>Codices</b> - A manuscript book especially of Scripture, classics, or ancient annals.</p> <p><b>Dynasty</b> - A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them.</p> <p><b>Maize</b> - Also known as corn, is a cereal grain.</p>	<p><b>Arts and Crafts Movement</b> – A group of artists who sought to revive medieval craftsmanship.</p> <p><b>British Empire</b> – Territories all over the world that were controlled by Britain.</p> <p><b>Class</b> – A group of people sharing a similar social rank.</p> <p><b>Coronation</b> – The ceremony to crown a king or queen.</p> <p><b>Exploitation</b> – The practice of taking advantage of another person or group of people for one’s own benefit.</p> <p><b>Fine Arts</b> – Arts such as poetry, music, painting and sculpture.</p> <p><b>Gothic</b> – A style of architecture that was revived in the Victorian period.</p> <p><b>Industrial Revolution</b> – The changes that took place in Britain and other countries during the 18th and 19th centuries as a result of industrialisation.</p> <p><b>Mechanisation</b> – The equipping of industry with machines.</p> <p><b>Patriotism</b> – Devotion to one’s own country and concern for its defence.</p> <p><b>Slums</b> – The squalid part of a city, full of overcrowded houses in poor conditions.</p> <p><b>Workhouse</b> – A place where people who were too poor to support themselves received food and lodging in return for doing work. Conditions were harsh.</p>
L1	<p><b>WALT: know the main events and causes leading up to the English civil war</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>key events leading up to the war</li> <li>the difference between political, economic and religious aspects</li> <li>how to ask questions about historical events</li> </ul>	<p><b>WALT: know and discuss facts about the Mayan civilisation</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>use a range of sources.</li> <li>identify the time period in which the Mayan civilisation lived</li> <li>present my findings in a non-chronological report</li> </ul>	<p><b>WALT: know how the time period may affect the life of Victorians</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how to use my knowledge of a timeline to recall key periods that happened near the time of the Victorians</li> <li>how to use sources of evidence to research what life was like for the Victorians</li> </ul>
L2	<p><b>WALT: use wide range of evidence to justify how the war impacted on peoples’ lives</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>vocabulary to describe artefacts from the civil war</li> </ul> <p>I can infer information about peoples’ lives from different artefacts</p> <p>I can recognise other pieces of evidence to support my hypothesis</p>	<p><b>WALT: know the religious beliefs of the Maya people, understand how they worshipped and name some of the main gods</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the Mayans used sacrifice as a form of worship</li> <li>some of the gods that the Mayans worshipped.</li> <li>why the Mayans were a religious civilisation.</li> </ul>	<p><b>WALT: consider and explain how inventions changed our way of life</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>what the industrial revolution was</li> <li>know why inventions during the Victorian times had a significant impact</li> <li>how inventions made life easier</li> </ul>
L3	<p><b>WALT: order events chronologically using accurate dates</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>significant events using accurate dates</li> <li>which events were most significant</li> <li>when the war started and when King Charles I was executed</li> </ul>	<p><b>WALT: identify, discuss and use a range of evidence sources to help me understand more about the Maya civilisation</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how to select and organise information clearly</li> <li>how to use dates and terms accurately when describing events</li> <li>how to use a range of different sources.</li> </ul>	<p><b>WALT: describe and imagine what life was like in the workhouse</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>what it was like in a workhouse</li> <li>compare the working conditions in Victorian times to modern day</li> <li>explain what some of the jobs were in Victorian times</li> </ul>
L4	<p><b>WALT: know the beliefs and attitudes from each side of the war</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>who the Roundheads and Cavaliers are</li> <li>compare the differences between both sides</li> <li>evaluate what made the Roundheads successful in the war</li> </ul>	<p><b>WALT: know what the Maya writing system consists of and how words are constructed</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how Mayan writing system compares to other ancient civilisations</li> <li>the Mayans used their writing systems</li> <li>that the Mayans had a range of different jobs</li> </ul>	<p><b>WALT: research and discuss some of the jobs that Victorian children will have carried out</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how to use a range of different sources to discover information</li> <li>what jobs children did in Victorian times</li> <li>identify differences to working as a child to what is expected of children now</li> </ul>

L5	<p><b>WALT: know how propaganda was used in the Civil war</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• or infer who produced each source</li> <li>• how to explain which side produced each source based on my prior knowledge</li> <li>• how to evaluate the impact that the source had on the audience</li> </ul>	<p><b>WALT: know what foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to research using a range of different sources</li> <li>• compare Mayan cuisine to modern day</li> <li>• why some foods were significant in Mayan culture</li> </ul>	<p><b>WALT: compare the daily pattern, timetables and subjects taught to boys and girls in Victorian Britain to present day</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what a day at school was like for children in Victorian times</li> <li>• compare school in Victorian times to modern day</li> </ul>
L6	<p><b>WALT: answer a question based on lines of enquiry</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to summarise historical ideas and concepts.</li> <li>• How to use accurate dates and terminology.</li> <li>• How to evaluate the reliability of different sources.</li> </ul>	<p><b>WALT: know about the decline of the Mayan civilisation</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• How to choose evidence to suggest reasons why the Mayan civilisation declined</li> <li>• how scholars have discovered evidence for the decline.</li> <li>• How to use original ways to present my information and ideas.</li> </ul>	<p><b>WALT: research behavioural issue and typical punishment experienced by a Victorian pupil compared to present day</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how children were sanctioned in Victorian times using a wide range of evidence</li> <li>• compare punishment in Victorian schools to modern day</li> </ul>
Key Knowledge	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• <b>The main events and causes that lead to the English Civil War.</b></li> <li>• <b>How the war affected peoples' lives.</b></li> <li>• <b>The beliefs and attitudes of the war from each side.</b></li> <li>• <b>How propaganda was used in the Civil war</b></li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• <b>Facts about the Mayan civilisation.</b></li> <li>• <b>The religious beliefs of the Maya people.</b></li> <li>• <b>What the Maya writing system consists of.</b></li> <li>• <b>What foods were eaten by the ancient Maya people.</b></li> <li>• <b>What cause the decline of the Mayan civilisation.</b></li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• <b>Where the Victorian period fits on a time line.</b></li> <li>• <b>How interventions changed our way of life.</b></li> <li>• <b>What life was like in the workhouse.</b></li> <li>• <b>What life was like as a Victorian boy and girl.</b></li> <li>• <b>How Victorian children were punished in school.</b></li> </ul>