

 History overview – Cycle A Year 5/6			
Unit 1		Unit 2	
Period: English civil war (Newark) 1639 – 1651AD Would you rather be a roundhead or a cavalier?		Period: Mayans 1500BC – 900AD What did the Mayans ever do for us?	
		Period: Victorian Britain 1820 – 1914AD What was it like to live as a Victorian child?	
Year 5/6	Pupils should be taught about: <ul style="list-style-type: none"> A local history study Examples (non-statutory) <ul style="list-style-type: none"> 4 a depth study linked to one of the British areas of study listed above 4 a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 4 a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	Pupils should be taught about: <ul style="list-style-type: none"> 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. 	Pupils should be taught about: <ul style="list-style-type: none"> A local history study Examples (non-statutory) <ul style="list-style-type: none"> 4 a depth study linked to one of the British areas of study listed above 4 a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 4 a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	Investigate and interpret the past 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. Build an overview of world history 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). Understand chronology 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). Communicate historically 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	Investigate and interpret the past 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. Build an overview of world history 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. Build an overview of world history 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>Civil war - A war between people from the same country</p> <p>Grand Remonstrance - The list of all of the things that parliament felt Charles I had done wrong</p> <p>Rebellion - 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>Lord Protector - The title given to Oliver Cromwell when he was in charge of the country during the Commonwealth</p> <p>Commonwealth - A Commonwealth is an old word for a government created for the good of the people.</p> <p>Tax - Money paid by the people to the government or King to pay for things the country needs</p> <p>Royalists (also known as Cavaliers) - 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>Parliamentarians (also known as Roundheads) - 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>Protestant - a member or follower of any of the Western Christian Churches.</p> <p>Catholic – The universal faith of humanity.</p>	<p>Mesoamerica - 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>Civilisation - An advanced organisation of people who live in a town. Hieroglyphics Writing consisting of symbols or pictures.</p> <p>Pyramids - a monumental structure with a square or triangular base and sloping sides that meet in a point at the top.</p> <p>Rituals - A religious or solemn ceremony consisting of a series of actions performed according to a set order.</p> <p>Sacrifice - An act of slaughtering an animal or person or surrendering a possession as an offering to a deity (ruler or god)</p> <p>Settlements - a place, typically one which has previously been uninhabited, where people establish a community.</p> <p>Codices - A manuscript book especially of Scripture, classics, or ancient annals.</p> <p>Dynasty - 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>Maize - Also known as corn, is a cereal grain.</p>	<p>Arts and Crafts Movement – A group of artists who sought to revive medieval craftsmanship.</p> <p>British Empire – Territories all over the world that were controlled by Britain.</p> <p>Class – A group of people sharing a similar social rank.</p> <p>Coronation – The ceremony to crown a king or queen.</p> <p>Exploitation – The practice of taking advantage of another person or group of people for one’s own benefit.</p> <p>Fine Arts – Arts such as poetry, music, painting and sculpture.</p> <p>Gothic – A style of architecture that was revived in the Victorian period.</p> <p>Industrial Revolution – The changes that took place in Britain and other countries during the 18th and 19th centuries as a result of industrialisation.</p> <p>Mechanisation – The equipping of industry with machines.</p> <p>Patriotism – Devotion to one’s own country and concern for its defence.</p> <p>Slums – The squalid part of a city, full of overcrowded houses in poor conditions.</p> <p>Workhouse – 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>WALT: know the main events and causes leading up to the English civil war Children will know:</p> <ul style="list-style-type: none"> key events leading up to the war the difference between political, economic and religious aspects how to ask questions about historical events 	<p>WALT: know and discuss facts about the Mayan civilisation Children will know:</p> <ul style="list-style-type: none"> use a range of sources. identify the time period in which the Mayan civilisation lived present my findings in a non-chronological report 	<p>WALT: compare the daily pattern, timetables and subjects taught to boys and girls in Victorian Britain to present day Children will know:</p> <ul style="list-style-type: none"> what a day at school was like for children in Victorian times compare school in Victorian times to modern day
L2	<p>WALT: use wide range of evidence to justify how the war impacted on peoples’ lives Children will know:</p> <ul style="list-style-type: none"> vocabulary to describe artefacts from the civil war <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>WALT: know the religious beliefs of the Maya people, understand how they worshipped and name some of the main gods Children will know:</p> <ul style="list-style-type: none"> the Mayans used sacrifice as a form of worship some of the gods that the Mayans worshipped. why the Mayans were a religious civilisation. 	<p>WALT: research behavioral issues and typical punishment experienced by a Victorian pupil compared to the present day.</p> <p>Children will know:</p> <ul style="list-style-type: none"> How children were sanctioned in Victorian times using a wide range of evidence Compare punishment in Victorian schools to the modern day.
L3	<p>WALT: order events chronologically using accurate dates Children will know:</p> <ul style="list-style-type: none"> significant events using accurate dates which events were most significant when the war started and when King Charles I was executed 	<p>WALT: identify, discuss and use a range of evidence sources to help me understand more about the Maya civilisation Children will know:</p> <ul style="list-style-type: none"> how to select and organise information clearly how to use dates and terms accurately when describing events how to use a range of different sources. 	<p>WALT: describe and imagine what life was like in the workhouse Children will know:</p> <ul style="list-style-type: none"> what it was like in a workhouse compare the working conditions in Victorian times to modern day explain what some of the jobs were in Victorian times
L4	<p>WALT: know the beliefs and attitudes from each side of the war Children will know:</p> <ul style="list-style-type: none"> who the Roundheads and Cavaliers are compare the differences between both sides evaluate what made the Roundheads successful in the war 	<p>WALT: know what the Maya writing system consists of and how words are constructed Children will know:</p> <ul style="list-style-type: none"> how Mayan writing system compares to other ancient civilisations the Mayans used their writing systems that the Mayans had a range of different jobs 	<p>WALT: research and discuss some of the jobs that Victorian children will have carried out Children will know:</p> <ul style="list-style-type: none"> how to use a range of different sources to discover information what jobs children did in Victorian times identify differences to working as a child to what is expected of children now

L5	<p>WALT: know how propaganda was used in the Civil war Children will know:</p> <ul style="list-style-type: none"> • or infer who produced each source • how to explain which side produced each source based on my prior knowledge • how to evaluate the impact that the source had on the audience 	<p>WALT: know what foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant Children will know:</p> <ul style="list-style-type: none"> • how to research using a range of different sources • compare Mayan cuisine to modern day • why some foods were significant in Mayan culture 	<p>WALT: consider and explain how inventions changed our way of life Children will know:</p> <ul style="list-style-type: none"> • what the industrial revolution was • know why inventions during the Victorian times had a significant impact <p>how inventions made life easier</p>
L6	<p>WALT: answer a question based on lines of enquiry Children will know:</p> <ul style="list-style-type: none"> • how to summarise historical ideas and concepts. • How to use accurate dates and terminology. • How to evaluate the reliability of different sources. 	<p>WALT: know about the decline of the Mayan civilisation Children will know:</p> <ul style="list-style-type: none"> • How to choose evidence to suggest reasons why the Mayan civilisation declined • how scholars have discovered evidence for the decline. 	<p>WALT: know how the time period may affect the life of Victorians. Children will know:</p> <ul style="list-style-type: none"> • how to use my knowledge of a timeline to recall key periods that happened near the time of Victorians. • How to use sources of evidence to research what life was like for the Victorians
Key Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> • The main events and causes that lead to the English Civil War. • How the war affected peoples' lives. • The beliefs and attitudes of the war from each side. • How propaganda was used in the Civil war 	<p>Children will know:</p> <ul style="list-style-type: none"> • Facts about the Mayan civilisation. • The religious beliefs of the Maya people. • What the Maya writing system consists of. • What foods were eaten by the ancient Maya people. 	<p>Children will know:</p> <ul style="list-style-type: none"> • Where the Victorian period fits on a time line. • How interventions changed our way of life. • What life was like in the workhouse. • What life was like as a Victorian boy and girl.



- What cause the decline of the Mayan civilisation.

- How Victorian children were punished in school.