

**Manor Primary School**  
**Autumn Term- Year 5 History**  
**Life in Britain Stone Age to Iron Age**

**Overview of the Learning:**

In this unit children will look at the changes in Britain from the stone age to the iron age and gain a greater understanding of periods of time and how people's lives changed from earliest times and the impact that new technologies had on Britain and everyday life.

**Core Aims**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Pupils should be taught**

**Chronological understanding**

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
- Make comparisons between different times in the past.

**Knowledge and understanding of events, people and changes in the past**

Children should know:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- to describe and make comparisons between the main events, situations and changes within and across the different periods and societies studied.

**Historical interpretation and Enquiry**

Children should be able to:

- recognise primary and secondary sources
- recognise that the past is represented and interpreted in different ways, and to give some reasons for this
- draw comparisons and differences from different sources
- bring together relevant sections of information.

Manor Primary School



- know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
- to ask perceptive questions and find answers by selecting and recording information relevant to the focus of the enquiry

**Organisation and communication**

Pupils should be able to:

- recall, select and organise historical information
- use dates and historical vocabulary to describe the periods studied
- Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

Manor Primary School



Manor Primary School  
Spring Term- Year 5  
Who were the Ancient Greeks?

**Overview of the Learning:**

In this unit children will develop their understanding of the achievements of one of earliest European Civilizations. They will develop their understanding of historical concepts such as cause and consequence and continuity and change by looking at the Ancient Civilisation of Greece. They will look at how evidence is used to make historical claims and begin to understand connections between national and international history.

**Core Aims**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Pupils should be taught**

**Chronological understanding**

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
- Make comparisons between different times in the past.

**Knowledge and understanding of events, people and changes in the past**

Children should know:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- to describe and make comparisons between the main events, situations and changes within and across the different periods and societies studied.

**Historical interpretation and Enquiry**

Children should be able to:

- recognise primary and secondary sources
- recognise that the past is represented and interpreted in different ways, and to give some reasons for this

Manor Primary School



- draw comparisons and differences from different sources
- bring together relevant sections of information.
- know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
- to ask perceptive questions and find answers by selecting and recording information relevant to the focus of the enquiry

#### **Organisation and communication**

Pupils should be able to:

- recall, select and organise historical information
- use dates and historical vocabulary to describe the periods studied
- Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

#### **Expectations**

Children can:

- know and understand the history of Ancient Greece Britain as a chronological narrative, from the earliest times.
- understand how people's lives were shaped and how Britain was influenced by the wider world
- understand abstract historical terms such as 'empire', 'civilisation', and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, Understand how life changed through different periods of time and how new technologies affected everyday life.
  - make connections, draw contrasts, analyse trends,
  - frame historically-valid questions to lead their own learning
  - create their own structured accounts, including written narratives and analyses
  - understand the methods of historical enquiry,

Manor Primary School



## Expectations

Children can:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times.
- understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand abstract historical terms such as 'empire', 'civilisation', and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, Understand how life changed through different periods of time and how new technologies from the stone age to the iron age affected everyday life.
- make connections, draw contrasts, analyse trends,
- frame historically-valid questions to lead their own learning
- create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry,

## Manor Primary School The Black Country Year 5

### Overview of Unit of Learning

In this unit children find out about the way people lived in the ancient Greek empire. They use a range of archaeological, visual sources, artefacts and written sources, select and record information and interpret the past in different ways. Learning to be enriched with a visit to London's British History Museum.

### Chronological understanding

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

### Knowledge and understanding of events, people and changes in the past

Children should know:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and

Manor Primary School



	<p>changes in the periods studied</p> <ul style="list-style-type: none"> <li>to describe and make links between the main events, situations and changes within and across the different periods and societies studied.</li> </ul>
<p><b>Historical interpretation and Enquiry</b> Children should be able to:</p> <ul style="list-style-type: none"> <li>recognise that the past is represented and interpreted in different ways, and to give reasons for this</li> <li>know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</li> <li>to ask and answer questions, and to select and record information relevant to the focus of the enquiry</li> </ul>	<p><b>Organisation and communication</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>recall, select and organise historical information</li> <li>use dates and historical vocabulary to describe the periods studied</li> <li>Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</li> </ul>
<p><b>Cross Curricular Learning</b> This area of learning should provide opportunities for:</p> <ul style="list-style-type: none"> <li>Children to develop and apply their literacy, numeracy and ICT skills</li> <li>Enhancing children's scientific and technological understanding through making links to other areas of learning and to wider issues of interest and importance.</li> </ul>	

Manor Primary School

