

# HISTORY AND GEOGRAPHY – YEAR 5

	AUTUMN	SPRING	SUMMER
1 <sup>ST</sup> HALF TERM	<p>HISTORY</p> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Characteristic features</li> <li>• Enquiry</li> <li>• Cause and consequence</li> <li>• Analysing and evaluating sources</li> </ul> <ul style="list-style-type: none"> <li>• Observe images and artefacts to piece together what life may have been like and the role of women in Greek society.</li> <li>• Understanding of cause and consequence, they will debate on whether Parthenon should be rebuilt.</li> <li>• Compare ancient and modern Olympics to highlight similarities and differences between the periods.</li> <li>• Justify opinions of the Greeks and the legacy throughout the topic, using evidence to strengthen their case.</li> </ul>	<p>HISTORY</p> <p><b>Tudor Britain-Who were the Tudors?</b></p> <ul style="list-style-type: none"> <li>• Research and investigation: Henry and his wives. Why he had so many and what effects this had on England then and now.</li> <li>• Deduction skills based on evidence</li> <li>• Chronological ordering of events.</li> <li>• Comparisons between rich and poor, now and then</li> <li>• Comparisons between buildings now and then</li> <li>• Recount writing from a perspective of a historical person</li> <li>• Plot events on a timeline</li> <li>• Describe events and give reasons why they happened using historical information</li> </ul>	<p>GEOGRAPHY</p> <p><b>How does water go round and round? Can you measure the length of a river?</b></p> <p>How can we model a river or a stream? Where does all the rainfall come from and where does the rain go? What can we learn from the River Thames? How and why do people change rivers? How do rivers wear away mountains? Name and locate (some of) the UK's most significant rivers and mountain environments</p> <ul style="list-style-type: none"> <li>• describe features of a river and a mountain environment in the UK</li> <li>• learn how rivers and mountains are formed</li> <li>• understand where rivers and mountains fit into the water cycle.</li> </ul> <p>The River Nile, The Ganges, The Thames, The Amazon Water use-estuaries and dams</p>
2 <sup>ND</sup> HALF TERM	<p>GEOGRAPHY</p> <p><b>Where should we go on holiday?</b></p> <ul style="list-style-type: none"> <li>• use maps</li> <li>• physical and human processes that shape a region</li> <li>• extend their knowledge and understanding beyond the local area to include Europe.</li> </ul> <p>Study and compare the Alpine region of Europe with Mt Everest, how the Alps were formed and how homes are adapted to the climate. Use playdough to show contours. Create a storyboard or digital book on mountain formation, design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary.</p>	<p>What can we learn about Henry VIII from his portraits? Why did Henry VIII divorce Catherine and marry Anne? How can we learn about the everyday life of the rich and poor in Tudor times? What do the portraits of Elizabeth I tell us about the way she ruled her country? What can we learn about life in Tudor Times by studying Shakespeare's theatre?</p>	<p>HISTORY</p> <p><b>The Victorians-Dark Age or Golden Age?</b></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Who were the Victorians and where did they live? What was the industrial revolution? Look at developments that occurred during 1837-1901 and compare to recent developments- How did industrialisation change lives? What was life like in for a poor Victorian child/1840 compared to now? Why did Victorian children need to work? How did Victorian children use their spare time compared to now? Use of secondary sources, such as books, paintings and artefacts, to infer leisure activities. What would/ would not have been possible in 1890? How did Victorian attitudes, such as family values, moral principles and protection from 'immoral' aspects of life, determine childhood behaviour? A local history study – a study over time tracking how several aspects of national history are reflected in the locality- History of Barnardo's. Create a timeline and research the work of Lord Shaftsbury and Dr Banardo. What way did they change lives for Victorian children?</p>

