

Year 5 History LTP	Curriculum Driving Concepts		
	Typical Everyday Life, Legendary Leaders, Civilizations, Laws and Leadership, Religion, Invasion		
	Autumn	Spring	Summer
Unit of work	Elizabethans/Tudors Why was Queen Elizabeth I considered one of the most powerful women in British and Tudor history?	Ancient Greece How did the Ancient Greeks change the way we think today?	Local History Why is Fort Royal commemorated?
Values	Friendship and Love Consider the conflict Elizabeth faced when dealing with her cousin Mary. Explore how religion was so divisive during this period and consider what the impact of this lack of acceptance and tolerance was.	Respect and Responsibility Explore how doctors take the Hippocratic oath to demonstrate their respect and responsibility to the profession.	Perseverance and Hope Consider the importance of the recent archaeological finds in Powick. Why does it take such incredible amounts of perseverance to be an archaeologist?
Link to programme of study	-the changing power of monarchs	- Study Greek life and achievements. - Study the influence on the western world. - Select and organise historical information - Use sources to develop knowledge. - Offer a reasonable explanation for some events. Use terms related to the period and begin to date events.	a local history study Examples (non-statutory) - a study of an aspect of history that is significant in the locality
What we need to know Red Hill Riches	Elizabeth I was Queen of England and Ireland from 17 th November 1558 to 24 th March 1603. She was born on 7 th September 1533; daughter of Henry VIII and his second wife Anne Boleyn. She had a difficult childhood and it would be many years until Elizabeth would sit on the throne. Elizabeth I ensured that her portraits were impressed by her; she wanted to look strong and powerful, beautiful and clever. She controlled what the artists were allowed to include in the portraits and requested that they add features to them. Elizabeth kept Mary Queen of Scots prisoner for 19 years, before eventually having her executed. This caused the Spanish Armada. This era was known as the golden age because England experienced peace and prosperity while the arts flourished including Shakespeare. Tudor houses are made from Wattle and daub.	Ancient Greece dated from 1100 BC – 324 AD. We know about Ancient Greece because historians have interpreted artefacts found from the era. Life was different for people in Greece. Athens and Sparta had different ways of life. Democracy was established in Ancient Greece, with citizens gathering together on a dusty hill called the Pnyx. The Ancient Greeks left a lasting legacy that still affects Western culture and way of life, including: <ul style="list-style-type: none"> • Government (democracy) • Philosophy (Aristotle, Pythagoras) • Medicine (Hippocratic oath) • Theatre • Architecture • Sports (Olympic Games) 	The key events of the Battle of Worcester on a chronological timeline Key locations of this historic war, including: Powick Bridge, Fort Royal, The Commandery, The Guild Hall, The Cathedral, The City Walls The significant landmarks of the Battle of Worcester Secondary source paintings interpret the Parliamentarians and Royalists differently Fort Royal has been commemorated with a plaque.
Cross curricular opportunities	Persuasive letter writing from Mary to her cousin, asking not to be executed.	Diary entry soldier Non chronological report - legacies	Newspaper article of archaeologists findings Internal monologue of Charles II
Links to prior knowledge (footprints)	How family trees work. Royal successions to the throne.	How to locate on a timeline. What AC BC means	After Queen Elizabeth I, James VI of Scotland reigned and became James I of England. That religion was a cause of division and conflict.
Vocabulary	Monarch Succession Invasion Catholic Protestant Execution Heir	Empire Legacy Military States Athens Sparta Democracy	Reigned Power Democracy Monarchy Commander Execution Tyrant Exile
Excellence Enjoyment Everyone Everything	Excellence – What made Queen Elizabeth I a particularly strong leader? How can we aspire to be a legendary leader? Enjoyment – Visit to Stratford and/or Tudor House museum Worcester to explore Tudor life first-hand. Everyone – How could Queen Elizabeth I establish a peaceful and fair society? Is life fair for everyone within our society and across the world? Everything – How does one leader impact on the lives of so many?	Excellence – Explore how the excellence of the Ancient Greeks have left a legacy today. Raising aspirations for children to have excellence within the Olympics and/or theatre themselves. Enjoyment – As historians, explore Ancient Greek artefacts and discover the past first hand. Everyone – We are now in a democratic society. What would our lives look like if we were not? What role does democracy have to make our society fair? Everything – Know that Ancient civilizations have left legacies for us today and we will continue to leave legacies for the future.	Excellence – What makes an excellent leader? What is the impact of weak or poor leadership? How can we aspire to be an excellent leader? Enjoyment – Visit the key locations in Worcester and talk knowledgeably about them Everyone – How does a leader's decision impact others? Aspire to be fair leaders for today's society. Everything – Know that parliament and the monarchy play a key role in the UK democratic system. This has caused civil wars in the past and continues to do so in other places across the world.

<p>Disciplinary Knowledge</p>	<p>Sources and evidence</p> <ul style="list-style-type: none"> To know that people (now and in past) can represent events or ideas in ways that persuade others. To know that people's opinions can shape their view of a historical event. To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion. To be able to use evidence confidently to justify their opinions. <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to discuss how the royal Navy developed during the Tudor period. <p>Cause and consequence</p> <ul style="list-style-type: none"> To be able to give thoughtful suggestions on causes and consequences of developing the Tudor navy and explorers. <p>Historical significance</p> <ul style="list-style-type: none"> With growing confidence link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use timelines to place the key events in history. To be able to describe events using words and phrases such as dates, time periods, era, chronology and change 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To start to know what type of sources will be available for different time periods. With support, to begin to know the difference between primary and secondary sources. To know that there may be different interpretations of the same event/time period. To know that as more evidence about a period is found historians interpretations of that period might change. To be able to use different interpretations to gain a wider picture of key people and time periods. To be able to identify what things we still have from the Ancient Greeks today. To be able to compare what things continued to be the same between periods. To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify what things we still have from the Ancient Greeks today. To be able to compare how things changed during this time periods. <p>Cause and consequence</p> <ul style="list-style-type: none"> To investigate why groups of civilisations moved to different areas and the impact they had on them. <p>Historical significance</p> <ul style="list-style-type: none"> To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use a class timeline to locate and plot periods in time. To explore what is meant by 'ancient' and 'modern' in depth and explore the difference. To know when to use BC and AD. To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To know that people's opinions can shape their view of a historical event. To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion. To be able to use evidence confidently to justify their opinions. <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify the change and continuity within their local area. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To identify similarities and differences between our local area now and in the past. <p>Cause and consequence</p> <ul style="list-style-type: none"> To be able to identify and explain how and why Worcester City has changed <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use timelines to place the key events in history.
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