



History Subject Map - Y5

Autumn 1					
Project title: Terrible Tudors					
Key terms: Substantive Knowledge – knowledge about the past (content) Disciplinary Knowledge – knowledge about how historians investigate the past and construct claims, arguments, accounts. Substantive Concepts – abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered. Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts: • Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas • Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events. • Change and continuity - analysing the pace, nature and extent of change. • Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period. • Historical significance - understanding how and why historical events, trends and individuals are thought of as being important. • Historical interpretations - understanding how and why different accounts of the past are constructed					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 Hook	HOOK LESSON Suggested ideas: Pictures and portraits around the room. What do they already know? Tudor music, recreate a portrait of Henry VIII.			Y2 Henry VIII monarchs.	Significance Democracy
2	WALT: Sequence events on a timeline. Tudor Timeline	Create an in-depth study of an aspect of British history beyond 1066. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Significant people within the Tudor period. Significant events that shaped the Tudor period. Impact of the Tudors within history <u>Battle of Bosworth (1485)</u> Event: Henry Tudor defeated King Richard III. Significance: End of the Wars of the Roses; Henry VII became the first Tudor king. Henry VIII became King of England in 1509. <u>The Break with Rome</u> (1534) Event: Henry VIII broke away from the Catholic	Y2 Henry VIII monarchs.	Significance Democracy Change



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			Church and made himself head of the Church of England. Why: The Pope wouldn't allow his divorce. Impact: Start of the English Reformation; major change in religion. The Dissolution of the Monasteries (1536–1541) Event: Henry VIII closed down Catholic monasteries across England. Impact: Wealth taken by the crown; religious buildings destroyed or sold. Henry VIII died 28 th January 1547. The Spanish Armada (1588) Event: Spain tried to invade England. Outcome: England won – major national victory under Elizabeth I. Significance: Boosted England's power and confidence.		
3 Portraits	WALT: make observations and infer meaning from portraits. Portraits	Discuss their features, including posture, colour and other interesting details. Compose questions about each individual inspired by the portraits. Research and talk about the significance of particular symbols or colours used. Speculate about the subject's character and write down any questions raised	Portraits showed power, wealth, and status. They were used like modern PR – to create a strong public image. Monarchs used portraits to control how people saw them. Famous Tudor portraits: Henry VIII by Hans Holbein : Shows Henry as strong and powerful. Wide stance, rich clothes, no weapons – strength without needing to fight. Suggested activity: Compare portraits of the wives of Henry VIII. What do the portraits tell us about them? Compare and contrast the portraits of the wives.	Y2 Art – Hans Holbein Henry VIII portraits.	Significance Democracy Investigation
4 Henry VIII	WALT: understand the impact of Henry VIII	Research and describe the rule of Henry VIII. Recognise the impact he had on history. Formulate opinions and viewpoints based on research.	Henry VIII made good and bad changes that had an impact of the country. Identify the key events his reign that shaped British history. Changed the Monarchy- Henry VIII was a powerful king who made big changes to how England was ruled. He made the king more powerful than the Pope in England. Religious Changes – Break with Rome. Henry split from the Catholic Church because the Pope wouldn't let him divorce Catherine of Aragon. In 1534, he created the Church of England and made himself Head of the Church. Dissolution of the Monasteries (1536–1541) Henry closed hundreds of monasteries and took their wealth. Many monks and nuns lost their homes. Church	Y2 Henry VIII monarchs. Y3- Significant events that have shaped history.	Significance Democracy Change Investigation



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			land was sold to nobles, making them richer and more loyal to the king. Art, books, and buildings were destroyed or stolen. <i>Suggested activity: character study, research</i>		
5.	WALT: understand the role of Dunstable in Henry's life time. Priory church	Reflect on the important role Dunstable played in the history of Henry VIII. Reflect on the importance of a location in British history.	In May 1533, a special church court was held at Dunstable Priory. The court's job was to decide if Henry VIII's marriage to Catherine of Aragon was legal. Henry VIII wanted to divorce Catherine so he could marry Anne Boleyn. The Pope refused to let them divorce, so Henry took control of the decision. Instead of going to Rome, the decision was made in England – in Dunstable.	Y2 Henry VIII monarchs.	Significance Democracy Change
6.	WALT: Identify and locate the homes of Henry VIII. Henry's Homes	Reflect on what the homes tell us about Henry. Use a map to locate. To present historical research to an audience. To use a variety of resources to research.	Henry VIII had numerous homes. He was born in Greenwich, but he also lived in the Tower of London , Windsor Castle , St James' Palace , Westminster Palace , Eltham Palace and Hampton Court Palace . <i>Suggested activity: Each group is given the name of a different one of his homes. Each group makes and shares a short presentation.</i>	Y2 Henry VIII monarchs.	Significance Democracy
7	WALT: Identify and research the six wives of Henry VIII Henry's Wives	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Marriage was sacred. Divorce was not allowed, the Pope refused permission. Henry had 6 wives Catherine of Aragon (married 1509–1533) Divorced Anne Boleyn (married 1533–1536) Beheaded Jane Seymour (married 1536–1537) Died Anne of Cleves (married 1540–1540) Divorced Catherine Howard (married 1540–1542) Beheaded Catherine Parr (married 1543–1547) Survived. <i>Suggested activities: timeline of wives. Could this be done using an ICT programme?</i>	Y2 Henry VIII monarchs.	Significance Democracy Investigation



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Autumn 2					
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Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	WALT: research key facts about Henry's wives Catherine and Anne	Use a range of historical sources or artefacts to build a picture of a historical event or person	Catherine of Aragon: Born in Spain – daughter of King Ferdinand and Queen Isabella. Came to England to marry Prince Arthur (Henry's older brother), but he died. Later married Henry VIII in 1509. Had several children, but only one survived: Mary , who later became Mary I . Henry wanted a male heir, which led to problems in their marriage. Henry asked the Pope to cancel the marriage so he could marry Anne Boleyn. The Pope said no, so Henry broke away from the Catholic Church. This caused the English Reformation (a major religious change). Anne Boleyn: Anne Boleyn was an English noblewoman. She became Henry VIII's second wife in 1533. She was clever, confident, and had lived at the French court. Henry VIII fell in	Y2 Henry VIII monarchs.	Significance Democracy Investigation



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			love with Anne while still married to Catherine of Aragon. The Pope would not allow Henry to divorce Catherine. Anne gave birth to a daughter, Elizabeth, in 1533. Henry wanted a son, so he became disappointed. In 1536, Anne was accused of treason, including lying and being unfaithful to the king. Many historians believe she was innocent. She was found guilty and beheaded at the Tower of London. Her story shows how dangerous and powerful the Tudor court could be. Suggested activity: Research Catherine and Anne (Focus research q's : Who were they? Where were they from? How did it benefit Henry marrying them? How long did the marriage last? Did they have children? Debate was it fair Henry divorced Katherine?)		
2	WALT: to compare and contrast Compare and contrast	Compare and contrast two historical figures. (Catherine of Aragon and Anne Boleyn.)	Catherine of Aragon: Born in Spain – daughter of King Ferdinand and Queen Isabella. Came to England to marry Prince Arthur (Henry's older brother), but he died. Later married Henry VIII in 1509. Had several children, but only one survived: Mary, who later became Mary I. Henry wanted a male heir, which led to problems in their marriage. Henry asked the Pope to cancel the marriage so he could marry Anne Boleyn. The Pope said no, so Henry broke away from the Catholic Church. This caused the English Reformation (a major religious change). Anne Boleyn: Anne Boleyn was an English noblewoman. She became Henry VIII's second wife in 1533. She was clever, confident, and had lived at the French court. Henry VIII fell in love with Anne while still married to Catherine of Aragon. The Pope would not allow Henry to divorce Catherine. Anne gave	Y2 Henry VIII monarchs.	Significance Democracy



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			birth to a daughter, Elizabeth, in 1533. Henry wanted a son, so he became disappointed. In 1536, Anne was accused of treason, including lying and being unfaithful to the king. Many historians believe she was innocent. She was found guilty and beheaded at the Tower of London. Her story shows how dangerous and powerful the Tudor court could be.		
3	WALT: discover the events leading up to Anne's death. Anne's crimes	Explore and research the crimes that Anne was accused of. Explain and present findings.	Understand Anne Boleyn's alleged crimes, including the evidence given both for and against her. In 1536, Anne Boleyn was put on trial and accused of several serious crimes: Treason – going against the king. Adultery – being unfaithful to Henry VIII. Incest – she was wrongly accused of having a relationship with her own brother. Plotting the king's death – some claimed she was planning to harm Henry. Suggested activity: debate, review evidence, hot seating	Y2 Henry VIII monarchs.	Significance Democracy Investigation
4	WALT: research punishments during Tudor times. Tudor Punishment	To be able to research Tudor punishments using a range of sources. Record their findings, adding facts, diagrams and illustrations, Find and organise key information from historical information.	It was a time of strict laws and harsh punishments to keep order in society. There were no police; local people reported crimes, and local officials enforced the law. Trials were often quick, and the punishment was usually given immediately. Stocks and pillory: Used for public humiliation (e.g., for stealing or gossiping). Whipping and branding: For thieves and repeat offenders. Hanging: Common for serious crimes like murder or robbery. Beheading: Reserved for nobles and traitors (e.g., Anne Boleyn). Burning at the stake: Used for heretics (people who went against the church). Amputation: Thieves might have a hand cut off	N/A	Significance Democracy Investigation



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5	WALT: share our opinions and justify our ideas. Justify	Articulate and justify opinions. Find and organise key information from historical information.	See previous lesson knowledge Suggested tasks: Cross curricular writing. Should we bring back Tudor punishments? Did the punishment fit the crime? Compare and contrast Tudor punishment to punishment today.	N/A	Significance Democracy
Cross Curricular writing (Longer lesson – plan and write)					

Spring Term					
Project title: Dig for Victory					
Key terms: Substantive Knowledge – knowledge about the past (content) Disciplinary Knowledge – knowledge about how historians investigate the past and construct claims, arguments, accounts. Substantive Concepts – abstract concepts such as invasion, empire, trade, monarchy etc. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered. Disciplinary concepts - developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts: • Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas • Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events. • Change and continuity - analysing the pace, nature and extent of change. • Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period. • Historical significance - understanding how and why historical events, trends and individuals are thought of as being important. • Historical interpretations - understanding how and why different accounts of the past are constructed					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 Dig for Victory L7	Use historical evidence and accounts to understand a significant historical event.	To develop knowledge and understanding of the Dig for Victory campaign.	The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.	Use more complex historical terms to explain and present historical information.	Significance



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	Significant event - Dig for Victory	Use primary historical sources to find out information on the Dig for Victory.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.		
2 Dig for Victory L7	Articulate. organise and explain the events of a significant historical event Dig for Victory	Use primary historical sources to find out information on the Dig for Victory. Research a historical event in groups. Present historical information through posters, debate, report or short summary.			Significance
*For lessons 1 and 2 - Information pack for Dig for Victory is very good however the question resources are very similar to others they have done. You could consider: Dig for victory posters, write a report on Dig for Victory					
3 PRE TEACH FOR SUMMER TERM Great Greeks- Intro knowledge To be done later in the Spring Term	Sequence and make connections between periods of world history on a timeline. Timeline.	Developing chronological understanding by sequencing historical periods, making connections across world history and using evidence to explain how Ancient Greek civilisation developed over time.	There are six periods in ancient Greek history: the Minoan civilisation (c3000 BC–c1100 BC), the Mycenaean civilisation (c1600 BC–c1100 BC), the Dark Age (c1100 BC–c800 BC), the Archaic period (c800 BC–c500 BC), the Classical period (c500 BC–323 BC) and the Hellenistic period (323 BC–30 BC). Different world history civilisations existed before, after and alongside others. They will understand that Ancient Greece existed alongside other ancient civilisations	Sequence significant dates about events within a historical time period on historical timelines.	Change Democracy Significance
4 PRE TEACH FOR SUMMER TERM	Develop historical enquiry by observing,	Use a range of historical sources or artefacts to	Artefacts from different periods of history tell historians about the technology and skills used, the	Explain how the design, decoration and	Change Significance



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	questioning and analysing artefacts to make evidence-based inferences about the lives, beliefs and achievements of people in Ancient Greece. Artefacts	build a picture of a historical event or person.	materials available, aspects of culture and everyday life, and changes over time. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Pupils will learn that artefacts provide valuable evidence about the past and help historians understand how people lived. They will investigate a range of Ancient Greek artefacts, recognising how their design, materials and craftsmanship reveal information about technology, society, wealth, beliefs and daily life across different periods of Ancient Greece.	materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Previous study of artefacts from the Ancient Egypt (Year 4).	
5 PRE TEACH FOR SUMMER TERM To be done later in the Spring Term	Identify and compare primary and secondary sources, explaining how historians use different types of evidence to investigate the past. Primary and secondary sources	Find evidence from primary and secondary sources. Identify bias within historical sources. Form balanced arguments about historical sources. Develop historical enquiry by identifying, analysing and evaluating primary and secondary sources, recognising that different types of evidence help historians construct an understanding of the past.	Primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. Secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. They include information books, historical reports and reconstructions. Some sources are more reliable than others and may contain bias because of who, when and why they were created. Although some sources may be more reliable or useful than others depending on their origin, purpose and perspective. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.	Primary and secondary sources.	Significance
*Sources of evidence lesson - split the children into groups and give one sheet per group. At the end of the lesson, decide if it is a primary/secondary source and why.					



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Summer Term 3 Ancient Greek pre teach lessons in Spring Term					
Project title: Great Greeks					
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Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 City States	Explain a feature of a past civilisation or society. City States	Study a feature of a past civilisation or society. Develop historical understanding by analysing how geographical features influenced settlement, trade, government and the development of Ancient Greek civilisation.	A city state, or <i>polis</i> , included a city and the surrounding farmland and villages. City states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. However, they were governed differently, had their own cultures and were often at war with each other. Athens was the most powerful city state, with a democracy, judicial system and a powerful navy. It was also a centre for arts and education.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).	Significance Democracy
2 Democracy in Athens	Identify the reliability of a	Explore the validity of a range of historical reports and use books,	Pupils will learn that Ancient Athens developed one of the world's first democratic systems, where male citizens could vote and take part in decision-making.	Present a thoughtful selection of relevant information in a	Significance Democracy Growth



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	secondary historical source. Democracy in Athens	technology and other sources to check accuracy. Develop historical understanding by investigating how democracy worked in Ancient Athens, comparing it with other systems of government and evaluating its historical significance.	They will understand how the Assembly, the Council of 500 and military leaders helped govern Athens, while recognising that women, children, enslaved people and foreigners were excluded from democracy. Pupils will explore why Athenian democracy was a significant development that continues to influence governments around the world today. Athenian Male citizens over the age of 20 had a say in how Athens was run. 6000 citizens were usually present at the Assembly, although women, children and slaves were excluded. A council of 500 citizens were randomly chosen to amend laws and oversee the political process and the <i>strategoi</i> were military commanders who were chosen to protect the city. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	historical report, fictional narrative, in-depth study or by answering a range of historical questions. Historical significance Similarity and difference	
3 Roles of Men and Women in Athens	Articulate and organise information to create a historical account. Roles of Men and Women in Athens	Articulate and organise important information and detailed historical accounts using topic related vocabulary. Develop historical understanding by comparing the experiences of different groups within Ancient Athenian society and using evidence to explain how gender influenced people's rights, responsibilities and opportunities.	Pupils will learn that men and women had different roles, rights and responsibilities in Ancient Athens. They will understand that Athenian men could participate in education, politics and public life, while most women were expected to manage the household and raise children. Pupils will also recognise that experiences varied depending on wealth, status and occupation, and that some women, such as priestesses and Aspasia, held positions of influence.	Use more complex historical terms to explain and present historical information.	Significance Change Investigation
4	Develop an understanding of	Study a feature of a past civilisation or society.	Pupils will learn that Ancient Athens had a clear social hierarchy, with citizens, women, metics and enslaved	Create an in-depth study of the	Significance Change



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Social hierarchy in Athens	hierarchy within an ancient civilisation. Hierarchy in Athens	Compare and contrast. Develop historical understanding by analysing how power, status and citizenship influenced people's experiences within Ancient Athenian society and using evidence to explain why different groups held different positions within the social hierarchy.	people holding different rights, responsibilities and levels of power. They will understand that citizenship determined who could participate in democracy and that social status shaped people's opportunities, daily lives and influence within society. Male citizens were at the top of the social hierarchy in Athens. Citizens included <i>aristoi</i> who owned property and the best farmland, <i>periokoi</i> who lived in smaller settlements outside the city and businessmen who made money from trade. <i>Metics</i>, skilled workers who did not come from Athens, were next in the hierarchy. Slaves were at the bottom. Women took on the status of the men in their families.	characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).	
5	Compare life in Sparta and Athens, Who were the Spartans?	Develop historical understanding by comparing different societies, identifying similarities and differences, and explaining how contrasting beliefs and values influenced life in Ancient Greece.	Pupils will learn that Sparta was a powerful Greek city-state with a society centred on military strength, discipline and obedience. They will compare Spartan life with Athens, recognising differences in government, education, daily life, roles within society and values. Pupils will understand how these differences contributed to rivalry and conflict between the two city-states.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.	Investigate Significance
6	Know the causes of the Peloponnesian War The Peloponnesian War	Develop historical enquiry by analysing evidence, identifying multiple causes of historical events and using evidence to construct and justify historical arguments.	Pupils will learn that the Peloponnesian War was fought between Athens and Sparta because of growing rivalry, differences in government, competition for power, fear and mistrust. They will understand that historical events often have multiple causes and that historian's use evidence to explain why conflicts begin.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.	Significance
7 Significant Athenians	Describe the influence of an	Describe the achievements and influence of the ancient Greeks on the wider world.	Four significant figures in ancient Athens were: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the	Explain the cause and consequence of invasion and migration	Growth Democracy Significance



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	Athenian on the wider world. Significant Athenians		building of the Acropolis; Socrates, a great philosopher in ancient Greece; and Plato, a philosopher and founder of the first university in Athens.	by the Romans into Britain.	
8 Hippocrates	Gather information to answer a historical enquiry question, exploring the beliefs of a significant individual. Hippocrates	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Hippocrates was born c460 BC, on the island of Kos. He was a doctor who studied anatomy, surgery, fractures and serious illnesses. He realised that disease and symptoms had a logical cause and taught others how to care for patients. His Hippocratic Oath is still followed by some doctors today.	Construct a profile of a significant leader using a range of historical sources.	Significance Change Democracy
9 Finding out about philosophy	Identify how Ancient Greek philosophers have influenced the wider world. Philosophy	Describe the achievements and influence of the ancient Greeks on the wider world.	The word philosopher means 'lover of wisdom', and ideas from ancient Greek philosophers are still studied today. Socrates was a Greek philosopher who said that happiness came from leading a moral life. He also invented the Socratic method. Plato explored the meaning of justice. Aristotle's most famous idea was 'everything in moderation'. Leucippus and Democritus believed that the world was made of tiny particles. Thousands of years later, scientists discovered atoms and proved that their thinking was right.	Explain the cause and consequence of invasion and migration by the Romans into Britain.	Significance Change Democracy
10 Olympic Games	Compare and contrast ancient and modern Olympic games. Olympic Games	Describe the achievements and influence of the ancient Greeks on the wider world	The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and	Explain the cause and consequence of invasion and migration by the Romans into Britain.	Significance Change



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			friendship' reflects the skill of the athletes, their respect for rules and friendship between nations.		
10 Achievements	Identify and evaluate the achievements of Ancient Greece. Achievements of Ancient Greece	Develop historical understanding by evaluating the significance of Ancient Greek achievements and using historical evidence to justify which contributions have had the greatest impact on the modern world.	Pupils will learn that Ancient Greece made significant contributions to philosophy, medicine, mathematics, science, architecture, theatre and the Olympic Games. They will understand that many Greek ideas and innovations continue to influence modern society and recognise why these achievements are considered historically significant.	Explain in detail the multiple causes and effects of significant events.	Significance Democracy Change Growth
11 Alexander the Great	Use primary and secondary historical sources to build a picture of a significant person. Alexander the Great	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Historical sources and artefacts generally paint Alexander the Great as an intelligent and masterful leader who conquered many lands to create one of the largest empires in the ancient world. He is depicted in primary and secondary sources as a strong, fearless leader who fought with his men in battle. Pupils will learn that Alexander the Great created one of the largest empires in the ancient world. Through his military campaigns, Greek language, culture, ideas and learning spread across Europe, Asia and North Africa during the Hellenistic period. They will understand that Alexander's conquests had both positive and negative consequences and helped shape the development of later civilisations.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Significance Democracy
12 The Greco Roman-World	To be able to describe the significance of the end of a historical era.	Explain why an aspect of world history is significant. Demonstrate understanding of Ancient Greek civilisation by applying knowledge and historical skills acquired throughout the unit.	After Alexander the Great's death, his empire was shared amongst his generals. New dynasties were created, but infighting weakened ancient Greece. The Romans took control of Greece after the Battle of Corinth in 146 BC. They embraced Greek culture by adopting Greek gods and myths, making Greek an official language of the Roman Empire, borrowing sculpting techniques, attending Greek universities and	Explain in detail the multiple causes and effects of significant events.	Significance Democracy



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	The Greco Roman- World		using the Greek orders of architecture. This meant that Greek ideas spread throughout the Roman Empire instead of fading away.		
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