



Year 5			
Subject	Knowledge	Skills	Key Vocabulary
<p>Knowledge and understanding of British history.</p> <p>An aspect or theme of British history that extends pupil's chronological knowledge beyond 1066</p> <p>Aut 1: The Elizabethans</p>	<p>The activities will address a number of historical and broader concepts as well as an expanding base of knowledge related to Elizabethan times, with particular reference to relating them to a broader 'Big Picture' or chronological map of the past.</p> <p>This unit is structured around 5 sequential enquiries:</p> <ol style="list-style-type: none"> 1. What do we understand by Elizabethan times? 2. What does Elizabeth's visit to Kenilworth Castle tells us? 3. Elizabethan times: How safe was it? 4. Does the story of Sir Francis Drake tell us all we need to know about the Tudor World? 5. Beyond Elizabeth's Court? What was it like to live in Elizabethan times? 	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies • Be able to place key periods in chronological order. • Use relevant dates and terminology • Sequence key events of the time studies on a timeline <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Study different aspects of different people -differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period <p>Interpretation of history</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources –fact or fiction • Offer some reasons for different versions of events • Confidently use the library and internet for research. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary resources • Use a range of sources to find out about an aspect of time. • Ask and answer questions that follow a specific line of enquiry. • Suggest omissions and the means of finding out • Establish narratives of cause and consequence and use evidence to substantiate claims. <p>Organisation and Communication</p> <ul style="list-style-type: none"> • Recall, select and organise historical information • Bring knowledge gathered from several sources together in a fluent account. 	<p>Act of Supremacy Act of Uniformity Armada Common Book of Prayer Civil War Clergy Colonies Courtiers Crown Crucifix Enclosed land Excommunicate Gentry Hanged, drawn and quartered Heretics Holy Communion Labourers Merchants New World Nobility Parish Parliament Persecution Poor Relief Privy Council Queen Regnant Reformation Succession Tenant Treason</p>



<p>A Non-European Society Sum 2 Maya</p>	<p><i>(Links will be made to prior learning in Y3 when studying Iron Age to Stone Age. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica.)</i></p> <p>Pupils will learn about the ancient Maya and their remarkable achievements. Through these activities, children will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. In doing so they should see the stark contrast between their own history and that of the Maya. Aside from learning about Maya culture, the unit will encourage pupils to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, pupils will be aware of the different (though not inferior) ways of doing things and the complexity of human life.</p> <p>Pupils will learn about and understand in an empathetic way, a civilisation that is very different to their own. They will develop a knowledge of the life and achievements of the ancient Maya. Pupils will also gain an understanding of archaeology and the difficulties in interpreting the past with only the material remains at hand.</p> <p>Children will engage in the following 6 enquiries:</p> <ol style="list-style-type: none"> 1. Where and when did the Maya live? 2. What was Maya writing like? 3. How did the Maya tell the time? 4. What numbers did the Maya use in Maths? 5. Did the Maya play football like us? 6. How do we know about the Maya? 	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies • Be able to place key periods in chronological order. • Use relevant dates and terminology • Sequence key events of the time studies on a timeline <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Study different aspects of different people -differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period <p>Interpretation of history</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources –fact or fiction • Offer some reasons for different versions of events • Confidently use the library and internet for research. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary resources • Use a range of sources to find out about an aspect of time. • Ask and answer questions that follow a specific line of enquiry. • Suggest omissions and the means of finding out • Establish narratives of cause and consequence and use evidence to substantiate claims. <p>Organisation and Communication</p> <ul style="list-style-type: none"> • Recall, select and organise historical information <p>Bring knowledge gathered from several sources together in a fluent account.</p>	<p>Ahau Aqueduct Archaeologist Astrology Astronomy Atlatl Bacabs Baktun Batab Birth chart Cacao Ceiba Cenote City-state Codex (codices) Conquistadors Glyph Haab Hieroglyph Hero twins Hotun Huipil Itzamna Katun Kin Kukulcan Logogram Medicine Man Obsidian Ocarina Pahuatan Pol-a-tok Pyramid Quetzal Sacbe Staple Stela Thatched Trance Tun Tzolk'in Uinal (or winal) Xibalba</p>
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