



History Year 5 and 6	Autumn	Spring	Summer
<p>General History:</p> <ul style="list-style-type: none"><li>• Develop a chronologically secure knowledge and understanding of British, local and world History.</li><li>• Establish clear narratives within and across the periods that they study.</li><li>• Note connections, contrasts and trends over time.</li><li>• Develop the appropriate use of historical terms.</li><li>• Answer and sometimes devise historically valid questions.</li><li>• Use relevant historical information to answer questions.</li><li>• Understand that knowledge of the past is constructed from a range of sources.</li></ul> <p>Topic Specific:</p> <ul style="list-style-type: none"><li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt;</li></ul>	<p><b>Cycle A : Victorian Childhood/Alice in Wonderland.</b></p> <p>Children will investigate when the Victorian era started and ended. They will study what it was like to be a Victorian child – at both ends of the socio-economic scale. The children will look at jobs done by children and investigate their working conditions.</p> <p>The children will attend a ragged school and explore the Shaftsbury act and also explore the work of Dr Barnardo’s – via the book Street Child.</p> <p>They will contrast this work by looking at what it was like to a rich child in Victorian times, as it appears in Alice and Wonderland. Children to visit Beamish to experience a day in a Victorian school.</p> <p>The children to study the old school record books for Zetland Primary School , they will look at what a typical school day was like</p>	<p><b>Cycle A: Ancient Egypt</b></p> <p>Children will explore why the Ancient Egyptians were such a successful civilisation. They will study the process of mummification and also explore the many Egyptian gods and goddesses. The children will explore and investigate hieroglyphics and look at the range of jobs that an Ancient Egyptian could have.</p> <p>The children will study in depth the discovery of Tutankhamen and look at the work of the archaeologist Howard Carter. There is a trip to London to visit the British Museum and see their ancient Egyptian artefacts.</p>	<p><b>Cycle A: Ancient Greeks / Local study</b></p> <p>Children to explore why the ancient Greeks were so successful. The children investigate the rise and fall of the Greek empire and look at how Greece colonised surrounding countries.</p> <p>The children look at the gods and goddesses associated with the Ancient Greeks and how that influenced the lives of the everyday people. The children study Hercules in an in-depth study of a demi-god.</p> <p>The children explore the birth of democracy and the voting system. The children also study wars and conflicts in Ancient Greece in particular Sparta and Athens.</p>



<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrasts with British history –Mayan civilization c.</li> </ul>	<p>, look at the type of illnesses children had and research what information the books can tell them about past pupils.</p>		
<p>General History:</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world History.</li> <li>• Establish clear narratives within and across the periods that they study.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Develop the appropriate use of historical terms.</li> <li>• Answer and sometimes devise historically valid questions.</li> <li>• Use relevant historical information to answer questions.</li> <li>• Understand that knowledge of the past is constructed from a range of sources.</li> </ul> <p>Topic Specific:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that</li> </ul>	<p><b>Cycle B: Smugglers- Local study</b></p> <p>Children will explore time lines further, placing events from their own lives and beyond in chronological order. The children are to learn the importance of their locality in Georgian times. The immediate coastline was rife with smugglers and the children will research why smuggling was prevalent, a study of John Andrews (smuggler king of Saltburn) and how crime and punishment was dealt with in Georgian times. The children will walk in the footsteps of John Andrews through the woods in Saltburn, past the old whipping post and onto the old church at Skelton (where he hid his contraband goods and is buried).</p>	<p><b>Cycle B: Mayans and the rainforest</b></p> <p>Children will understand who the Mayans were and where in the world they lived they will learn what Mesoamerica and central America is . The children will learn about the Mayan belief system and their gods. They will explore the Mayan number system, comparing and contrasting it to our number system. The children will try a typical Mayan diet and compare it and contrast it to our western diet . The children will also study Chichen Itza and learn what these left behind building tell us about how the Mayans lived.</p>	<p><b>Cycle B: Conflict and resolution</b></p> <p>The children will study the escalation of the second world war and study the maps and country boundaries that were changed with the invasion of German Troops. The children will explore what appeasement means and whether it worked against Germany. The children are to look at evacuation , the role of women during war time, propaganda and also the work of Alan Turin and the breaking of the enigma code. The children visit Beamish and take part in home front activities and are evacuated for the day.</p>



**Subject Overview | History**  
**Zetland Primary School**

Year Group: 5/6

<p>extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"><li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li></ul>	<p>The children will explore the Georgian taxation system and see that it can still be seen today in Fisherman's square with the window tax.</p> <p>The children will then explore Highwaymen and in particular Dick Turpin.</p>		
---	--	--	--