



<b>Year 5</b> <b>History</b> <b>Autumn 1</b> <b>Vikings</b>	
<b>Previous learning:</b> Children revisit invasion of the UK recalling facts of the Romans and Anglo saxons. They will make comparisons and conclusions from their previous knowledge taught in history.	
<b>Sticky Knowledge</b>	
<ul style="list-style-type: none"> <li>• The Humber estuary was a major sailing route for the Vikings.</li> <li>• The Vikings invaded Lindisfarne in the North East.</li> <li>• Vikings explored the mediterranean also</li> <li>• Danelaw affected their civilisation in Britain.</li> <li>• Alfred the Great helped created a unified England</li> </ul>	
Lesson 1 History Driver	<b>Portrayal of Vikings</b>
	<ul style="list-style-type: none"> <li>• How and why famous Viking leaders invaded the UK and they are portrayed.</li> </ul>
Lesson 2 History Driver	<b>Exploration</b>
	<ul style="list-style-type: none"> <li>• Look at how the Vikings explored parts of Scandinavia then came to Britain in the search of better farm land.</li> <li>• Explored parts of the Mediterranean like the Romans previously.</li> </ul>
Lesson 3 History Driver	<b>Invasion</b>
	<ul style="list-style-type: none"> <li>• Why the vikings wanted to invade Britain and the impact this had on the ruling of Britain</li> <li>• The :Humber Estuary was a major sailing route for the Viking invaders and traders,</li> </ul>
Lesson 4 History Driver	<b>Viking Britain</b>
	<ul style="list-style-type: none"> <li>• How the Vikings thrived in Scandinavia and how things changed in Britain when they came.</li> <li>• How danelaw affected their civilisation In Britain and the end of their reign here</li> </ul>
Lesson 5 History Driver	<b><u>Viking life</u></b>
	<p>To explore what life was like for Vikings living in Britain. consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</p>
<b>Journaling week.</b>	
<b>Vocabulary</b>	
Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes.Valhalla, Odin, Christians, Thor, Danegeld, Thatched, Scandinavia.	
<b>Local Connection</b>	<b>Lyfta Links</b>
HUmber estuary used as a sailing route.	<a href="#"><u>Anna from Norway</u></a>

<b>Year 5</b> <b>History</b> <b>Spring 2</b> <b>Perfect Patrington</b>	
<b>Previous learning:</b> Children recall past geography lessons on Patrington and the history learnt in previous topics.	
<b>Sticky Knowledge</b>	
<ul style="list-style-type: none"> <li>●</li> </ul>	
Lesson 1 History Driver	<b>Patrington's Past</b>
	<ul style="list-style-type: none"> <li>● Look at Patrington in the victorian era and compare and contrast it to Patrington today</li> </ul>
Lesson 2 History Driver	<b>Railway</b>
	<ul style="list-style-type: none"> <li>● How the railway affected life in Patrington.</li> </ul>
Lesson 3 History Driver	<b>Workhouse</b>
	<ul style="list-style-type: none"> <li>● The workhouse in Patrington and what life was like.</li> </ul>
Lesson 4 History Driver	<b>School</b>
	<ul style="list-style-type: none"> <li>● The school in the previous location and what school was like for a Victorian child.</li> </ul>
Lesson 5 History Driver	<b>Journaling week.</b>
<b>Vocabulary</b>	
Workhouse, industry, invention, revolution, compulsory, crime, government laws. Change over time, settlements. Vocab from past history topics, settlements, rural, trading, decline	
<b>Local Connection</b>	
Patrington	

<b>Year 5</b> <b>History</b> <b>Summer 2</b> <b>Mayans</b>	
<b>Previous learning:</b> Children recall past geography lessons on Patrington and the history learnt in previous topics. They have studied South American and Rainforests in year 3 so have some prior knowledge.	
<b>Sticky Knowledge</b>	
<ul style="list-style-type: none"> <li>● The Mayan civilisation was successful, it was well established by 1000 BCE, and it lasted until 1697 CE.</li> <li>● The Mayans declined due to Spanish coming and bringing disease and guns.</li> <li>● All Maya shared a common culture and religion, but each city governed itself and had its own noble ruler.</li> <li>● Mayan religion was very bloodthirsty, demanding human sacrifices and believed in an afterlife.</li> <li>● The Mayans were experts in farming, writing, pottery and maths. They were the first people to farm maize.</li> </ul>	
Lesson 1 History Driver	<b><u>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</u></b>
	<ul style="list-style-type: none"> <li>● What the leaders did to make the Mayan civilization a success</li> </ul>
Lesson 2 History Driver	<b><u>What was life like at the height of the Mayan civilization?</u></b>
	<ul style="list-style-type: none"> <li>● .To describe how life was for the Mayans</li> </ul>

Lesson 3 History Driver	<p style="background-color: #00FF00; padding: 5px;"><u>If the Maya were so civilised, why did they believe in human sacrifice?</u></p> <ul style="list-style-type: none"> <li>• To understand that civilization is linked to religion, spirits and beliefs.</li> </ul>
Lesson 4 History Driver	<p style="background-color: #00FF00; padding: 5px;">comparisons</p> <ul style="list-style-type: none"> <li>• How the Mayans lived compare them to other ancient civilisations.,</li> </ul>
Lesson 5 History Driver	<p style="background-color: #FFA500; padding: 5px;">The end of the Mayans</p> <ul style="list-style-type: none"> <li>• How the Mayan civilisation ended due to the invasion of the Spanish with the introduction of guns, metal and disease</li> </ul>
Lesson 6 History Driver	<p>Journaling week.</p>
<p><b>Vocabulary</b></p>	
<p>Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices</p>	
<p><b>Lyfta Links</b></p>	
<p><u><a href="#">Visit the rainforest</a></u> <u><a href="#">Hurricanes Hit Guatemala</a></u></p>	