

YEAR 5 – AUTUMN – TOPIC

MAYANS

WERE THE MAYANS LIKE ANYONE ELSE IN THE WORLD?

In this unit, children are introduced to a civilisation from further afield than Great Britain and Europe which will be used as a contrast to British History. We have chosen the Mayans to study.

The enquiry questions focus on key areas as outlined in our history intent. The children will learn about social, cultural and religious elements of the Mayan people and compare those to the inhabitants of Britain (Anglo Saxon/Vikings).

Initially focussing on evidence and interpreting these sources, children will form judgements about the period in which the Maya lived and how some evidence could be misleading.

They will explore the writing and number system of the Mayan people making comparisons to not only people in Britain but further afield such as the Egyptian or Roman numeric system. They will also look in depth at trade and how things developed considering the climate and topography of the Yucatan peninsula.

Finally, they will begin to consider whether the Mayan period really ended and how the culture is represented today before carefully considering the achievements of the Maya compared to the people in Britain at the time.

The unit has an overarching question of:

Were the Mayans like anyone else in the world?

This is then broken down into smaller blocks of enquiry:

Enquiry 1: What does the location of the Mayans tell us about the people?

Enquiry 2: How was life at home, and in the cities, structured?

Enquiry 3: How did Mayan religion influence their lives?

Enquiry 4: How did Mayan culture compare to other civilisations or people?

Enquiry 5: Has the Mayan period really ended?

Enquiry 6: How do the Mayans compare to life in Britain at that time?

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of the Mayan people, its cultural legacy and notable achievements for people in that climate and time period.

They should develop an understanding of the distinctiveness of the civilisation of Ancient Greece and where it fits into the broader chronological framework set out in the programme of study for key stage 2 history.

The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy, archaeology, architecture
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance

YEAR 5 – SPRING– TOPIC

ANCIENT GREECE

HOW DO WE KNOW WE CAN THANK THE ANCIENT GREEKS FOR ANYTHING TODAY?

In this unit, children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance. The unit has an overarching questions of:

How do we know we can thank the Ancient Greeks for anything today?

This is then broken down into smaller blocks of enquiry:

Enquiry 1: Was Ancient Greece unique in the way it was structured and governed?

Enquiry 2: Did daily lives differ across the city states?

Enquiry 3: Do artefacts, archaeological sites and myths/legends tell us more about Ancient Greece?

Enquiry 4: What legacy have the Greeks left?

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of life in Ancient Greece, its continuing legacy and begin to appreciate its historical significance. They should develop an understanding of the distinctiveness of the civilisation of Ancient Greece and where it fits into the broader chronological framework set out in the programme of study for key stage 2 history.

The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy, archaeology, architecture
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance