

History Medium Term planning – Year 5/6

Term	Learning questions	Products	Key Vocab	National Curriculum
Autumn A British History – War and conflict	<ul style="list-style-type: none"> • What led to the start of WW1? • What was life like on the Western Front? • What advancements were there in warfare during WW1? • What was the involvement of animals in WW1? • What was life like for people in Britain during WW1? • When and Where did WW2 take place? • What was the Blitz and what were the effects of air raids? • What were the causes and experiences of evacuation? • What was rationing and why was it necessary? • How did the war affect people's everyday lives? 		Abhorrent aggressor battlefield bomb coalition collapse colony defend destroy devastate excruciating home front honour heroic horrific invade military negotiate persecute persuade propaganda racism radical retaliate Somme torpedo valiant air force allied battle beach blitzkrieg D- Day Luftwaffe Nazi Navy Normandy Pearl Harbour premeditate	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – War and conflict

			d Prime Minister prisoner ration		
Spring A Africa :Benin	<ul style="list-style-type: none"> • Where and when did the Kingdom of Benin exist? • How do we know about the Kingdom of Benin? • Who were the leaders of the Kingdom of Benin? • What was life like in the Kingdom of Benin? • What was the trade network of the Kingdom of Benin? • What was the Benin Empire's Golden Age? • What caused the decline of the Benin Empire? 		<p>Oba ogisos empire guild animism voodoo cowrie shells civil war colonisation bronze sculpture plaque export import trade network community/ es golden age literature philosophy expansion territories Portuguese civilization decline artefact dynasty colonialism discovery exploration</p>	<p>Colonial empire trade guilds worshipped fortifications ramparts archaeologist s exchanged currency</p>	<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
Summer A Ancient Greece	<ul style="list-style-type: none"> • Who were the ancient Greeks? • What types of government were there in ancient Greece? • How can we compare Athens and Sparta? • What was daily life like in ancient Greece? 		<p>Acropolis Agora Alexander the Great Archaic Period Aristotle assembly</p>	<p>Democracy Citizens philosophy historical sources civilisations democratic characteristic features</p>	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

	<ul style="list-style-type: none"> • What did the ancient Greeks believe? • Who were the ancient Greek scholars and philosophers and what did they theorise/discover? • How has modern-day life been influenced by the ancient Greeks? 		Athena Athens city-state Classical Period column democracy empire government gods Hades Hera marathon Medusa minotaur Mount Olympus Olympics Parthenon sculptures Socrates Sparta theatre titans tyrant vase Zeus	generation demigods techniques amphoras lekythos literature architects friezes acoustic engineering	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Autumn B British History- The Second Elizabethans	<ul style="list-style-type: none"> • Who were the Tudors? • Where do the Tudors belong in a historical timeline? • What did people wear during the Tudor period? • What did the Tudors eat and what foods were available in Tudor Britain? • How were crimes punished in the Tudor period? • How were diseases treated in Tudor Britain? • What was life like for Tudor children? 	In all lines of enquiry, children should reflect and compare against their own lives.	abolished amiable annul banquet behead brawl charismatic charm compete corset dame divorce elegant envy execute	Monarch Medieval Legacy Reformation Alliance Heir Rebellion Parliament Military Devout Civil war Prosperity Flourish Philosophy expeditions	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Monarchy/Social history changes

			execution expansive fickle foolish fallows galleon healthier heir inherit insolent marriage peasant rebel rule ruthless turbulent		
Spring B Local Study	<ul style="list-style-type: none"> • When and how was Barnstaple founded? • What is Barnstaple's history of trade? • What transport developments have taken place in and around Barnstaple? • What are the key historical landmarks of Barnstaple? • Why is Barnstaple Fair significant in the town's history? • How has Barnstaple changed over time and why? 		Population developmen t settlement industry tourist export import trade baron mint charter census Domesday Book burh Alfred the Great feudal barony market merchants almshouses mayor guildhall civil parish town council museum motorway		A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

<p>Summer B South America : The Maya</p>	<ul style="list-style-type: none"> • Where and when were the remains of the Mayan ruins discovered? • How did the Mayan civilisation develop over time? • How was Mayan society organised? • What did the Maya believe in? • What were some of the major achievements of the Maya? • What caused the decline of Mayan civilisation? <p>Extension lessons</p> <ul style="list-style-type: none"> • Who were the Aztecs and when did they live? • How was Aztec society organised? • How did the Aztecs build the city of Tenochtitlan? • What did the Aztecs believe and how did this impact on their lives? • What was daily life like for the Aztecs? • What were the reasons for the fall of the Aztec empire? 		<p>Astronomy architecture campaign Chichen-Itza conquistador culture defend destroy devious educated farms foreign invade invasion invent investigate maize manipulate Mayan Mexico military mountainous politics powerful precious pyramid reinforce revoke rival sacrifice Spanish steal study support switch trade territory tortured vegetation visit</p>	<p>Nomadic conquistadors Mesoamerican irrigation chinampas engineered intricate textiles ingenious aqueducts currency ceremonies influence conquered tribute captives abandoned overpopulated uninhabitable traditions irrigation terracing architects agriculture expansion yields sacrifice ceremony anthropologists innovations codices conquistadors</p>	<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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