

Corpus Christi Catholic Primary
Year 5
History Curriculum Overview



Autumn Topic		Black History	Spring Topic	Significant Individuals	Summer Topic
Topic	Kingdom of Benin	Harriet Tubman and her escape from slavery	Ancient Egypt	Anne Frank	WW2 – Local study
Enquiry Question	What can we tell about Benin society from the images and artefacts that have survived?	How did Harriet Tubman influence and impact the lives of others?	How can we discover what Ancient Egypt was like over 5,000 Year ago?	What can we learn from Anne Frank?	Was it necessary for children in our school to be evacuated throughout the war?
Sticky knowledge	<p>To remember:</p> <p>The Benin region is in Nigeria and is still there.</p> <p>There is very little evidence about Benin from before the 16thC.</p> <p>We have to rely on evidence from the 18thC to help us build a picture the 16thC.</p>		<p>To remember:</p> <p>It is one of the biggest ancient settlements – still excavating today.</p> <p>The period they are studying is about 5,000 years ago, three thousand years before birth of Christ.</p> <p>We know about life in Ancient Egypt through excavating sites and interpreting hieroglyphics</p>		<p>To remember:</p> <p>children were evacuated from towns and cities to the countryside during the war to keep them safe from German air raids.</p> <p>Historical accounts can be bias</p> <p>Some children enjoyed their evacuation experience – others didn't.</p> <p>The government encouraged parents to send their children away from the cities</p>

	Pupils understand that the rise of Benin began before the Europeans arrived		Egyptian society – the hierarchy		to stay with adults in rural areas - these were known as the host families Some children abroad were evacuated too – Kindertransport. We can use lots of historical sources to tell us about evacuation – newspaper reports, images, radio transcripts Some evacuees didn't return home after War .
Links to previous learning	Ch build upon their understanding of ancient civilisations	Rosa Parks, Martin Luther King, Sam Cooke and Bob Marley	*Other studies on Ancient Civilisations- Y5 Benin	Links to WW2 summer topic	Ch studied WW2 in Spring term Children read a novel about children getting evacuated in Spring term Y5.
Concept/Theme	Equality, rights and responsibilities – freedom/choice, identity, tradition, justice, change, class, prejudice, individuality, wisdom, diversity, religion,	Equality, fairness, prejudice, oppression, justice, discrimination, strength, segregation, ambition, adversity, sacrifice, change, diversity	Beliefs, Oppression, segregation, equality, wisdom, identity	Equality, fairness, prejudice, oppression, justice, discrimination, strength, segregation, ambition, change, diversity, truth, resilience, power.	Compassion, conflict, change, community, diversity, duty, fairness, peace, power, resilience, sacrifice, service,

<p>Key skills</p>	<ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies • Use terms related to periods of history (e.g. the 19th Century, the 1600s, the Tudor times) and dating key events (1066) • Make comparisons between different times in history • Construct extended responses, including relevant historical information • Use appropriate historical vocabulary e.g. civilisation, government, democracy 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of historical events • Devise historically valid questions about: change, cause, similarities and differences • Make comparisons between different times in history • Choose reliable sources to answer questions • Use books and ICT for research, selecting relevant sections of information and putting it into your 'own words' 	<ul style="list-style-type: none"> • Offer some reasons for different versions of events • Make comparisons between different times in history • Devise historically valid questions about: change, cause, similarities and differences • Use books and ICT for research, selecting relevant sections of information and putting it into your 'own words'
<p>Key vocabulary</p>	<p>Ancient, merchants, kingdom, religion, civilisation, settlers, trading,</p>	<p>Civilisation, beliefs, hieroglyph, hieroglyphics, mummification, River Nile, pharaoh,</p>	<p>Evacuation, evacuee, host family, Kindertransport, the Blitz, propaganda, air raid, blackout, civilians, civil defence, the forces – army, navy and air force, gas mask,</p>
<p>Possible misconceptions</p>	<p>Children might not realise we look at international history – so Kingdom on Benin coincided with Bronze Age and Iron Age in England and Ancient Egyptians in Egypt.</p>	<p>Children might not realise we look at international history – so Ancient Egypt coincides with Bronze Age and Iron Age in England and Kingdom of Benin in Africa.</p>	<p>Children might confuse significant events from WW1 with WW2.</p> <p>Children might think that evacuation was a bad experience for all involved.</p>

<p>Cross curricular links</p>		<p>English – Newspaper report</p>	<p>Geography – exploring maps.</p> <p>English – Letters from the Lighthouse – story about WW2 and evacuees</p> <p>Ch read English lessons - Private Peaceful novel – a novel from WW1 – children can make links to the lives of a soldier in WW2.</p>
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