

History Year 5



Unit	Ancient Greeks	Cornish Rebellion	Tudors
National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world Develop a chronologically secure knowledge of world history Understand how knowledge of the past is constructed from a range of sources	A local history study Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about cause and consequence in historical events	A study of an aspect of British history beyond 1066 Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about cause and consequence in historical events
Title of Unit (Enquiry Question)	How do we know the Ancient Greeks were an important civilisation that still affects our lives today? 	Why were the Cornish ready to rebel against the Tudors in 1497? 	
Disciplinary Skill	Use of evidence Chronology Interpretation cause and consequence significance	Use of evidence Cause and consequence Interpretation Chronology Significance	Use of evidence Interpretation Cause and consequence
Theme - Substantive	 Ancient Greek civilisation and chronology Everyday life in Athens Power and warfare Culture and religion Architecture and legacy	Causes of the Cornish Rebellion Key individuals and leadership Tudor power and taxation The march to London and conflict Legacy and commemoration	Tudor monarchy and power Henry VIII and the break with Rome Everyday life and social status Elizabeth I and image/propaganda War and conflict (Spanish Armada)
Knowledge	Lesson 1 I know that Ancient Greece developed over many centuries and changed during different periods. I know that archaeology helps us learn about Ancient Greek civilisation. Lesson 2 I know that pottery provides evidence about everyday life in Ancient Athens.	Lesson 1 I know the main causes of the Cornish Rebellion and who the key figures were. Lesson 2 I know who Henry VII was, who Perkin Warbeck claimed to be, and why their actions mattered. Lesson 3 I know who Michael An Gof, Peter Flamank,	Lesson 1 I know how portraits can give different interpretations of Henry VIII Lesson 2 I know the key reasons Henry VIII wanted to divorce Catherine of Aragon Lesson 3 I know that inventories reveal wealth, occupation and social status in Tudor society

	Lesson 3 I know that triremes helped Athens become powerful at sea. Lesson 4 I know that theatre and the Olympics were important parts of Greek culture. Lesson 5 I know that Greek buildings included features such as pediments and columns.	and Lord Audley were and why they are remembered. Lesson 4 I know the route the rebels took and the key events of the march and battle of Deptford Bridge. Lesson 5 I know how the Cornish Rebellion and its leaders are commemorated.	Lesson 4 I know Elizabeth I used portraits as propaganda to control her image Lesson 5 I know the main reasons why the Spanish Armada failed in 1588
Skills	Lesson 1 I can place Ancient Greece within a wider world timeline and explain how it relates to other historical periods. I can explain how artefacts can be used to find out about the past. Lesson 2 I can use details from pottery to support ideas about how people lived. Lesson 3 I can explain how events led to outcomes for the city of Athens. Lesson 4 I can explain what these activities show about Greek society. Lesson 5 I can explain how Ancient Greek designs influenced later buildings.	Lesson 1 I can explain why the Cornish rebelled and identify the key people involved. Lesson 2 I can describe Henry VII and Perkin Warbeck and explain their connection to the Cornish Rebellion. Lesson 3 I can explain the role of key people in the rebellion and how they are remembered today. Lesson 4 I can describe the march, explain its significance, and compare this threat with others Henry VII faced. Lesson 5 I can explain how the rebellion is remembered and what this tells us about its significance.	Lesson 1 I can annotate a portrait, use visual evidence, and explain how artists created an image of power. Lesson 2 I can sequence events accurately and record the main motives for Henry breaking with Rome using historical evidence. Lesson 3 I can analyse an inventory, make inferences from the evidence, and explain what it tells us about a Tudor person. Lesson 4 I can identify symbolism, interpret the choices made by the artist, and explain how Elizabeth I controlled her public image. Lesson 5 I can research the causes of the Armada's defeat, present my ideas clearly, and draw my own evidence-based conclusions
Vocabulary	Ancient Greece, Athens, pottery, trireme theatre, Olympics, pediment, columns architecture, evidence, artefacts, civilisation	Rebellion, taxation, tin mining, Henry VII, Perkin Warbeck, Michael An Gof, Peter Flamank, Lord Audley, march, Deptford Bridge, memorial, commemoration	Monarch, portrait, propaganda, divorce, Catholic, Protestant, inventory, status, symbolism, Armada
Career Links	Potter, sculptor	Lawyer	Artist / portrait painter
Assessment	End of unit Smart Task: I can explain how well a video shows the legacy of the Ancient Greeks and using my knowledge say what it does well or could improve.	End of unit Question: <i>Would you have joined the Cornish Rebellion and was it the right thing to do?</i>	End of Unit: Smart Task: I can use a portrait of Elizabeth I to explain what it shows about her power and how she ruled England.