

Year Five	History	Autumn
<p>As Historians we will learn about the aspect of Rich and Poor. We will study the aspect of rich and poor through different eras and then have a focus on the Victorian times. We will also develop our understanding of Slavery with a key focus on William Wilberforce.</p> <p style="text-align: center;"><i>Why was hierarchy so important throughout British history?</i></p> <p>Children must be able to say that they are learning about Rich and Poor through different eras and explain why hierarchy was so prominent through those eras. They must make this link when discussing slavery. They must have a clear definition of what slavery is and be able to communicate this when asked. Specific reference must be made to William Wilberforce. They must know who he is and the impact he had on society.</p> <p>NC Content</p> <ul style="list-style-type: none"> • Develop chronological secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and 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. • Understand how our knowledge of the past is constructed from a range of sources. 		

Historical Vocabulary

Deduce.	Hypothesis.	Analyse.	Justify.	Propaganda
Continuity.	Legacy.	Contrast.	Social.	Political
Cultural.	Enquiry.	Suitable.	Inference.	Viewpoints
Credibility.	Accuracy.	Reliability.		



Autumn 1

Episode 1 – Rich and Poor in Tudor and Victorian Times

Why was hierarchy so prominent throughout British history?

Procedural Skills

Understand the concepts of continuity and change over time, representing them (along with evidence) on a timeline.

Use dates and terms accurately in describing events.

Use sources of evidence to deduce information about the past.

Give a broad overview of life in Britain and some major events from the rest of the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.

Use sources of evidence to deduce information about the past.

Use sources of information to form testable hypotheses about the past.

Understand that no single source of evidence gives the full answer to questions about the past.

Describe the main changes in a period of history.

NC links:

Pupils should be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a study of Rich and Poor through history).

Recap (what can you remember from Y3 and Y4?) and continue to learn about Henry VIII. What do you already know about society in Tudor times. Reinforce concept of society and ensure children fully understand what it means.

NC links:

Pupils should be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a study of Rich and Poor through history).

Recap: Acknowledge the Victorian era on the class timeline. Identify significant people of this time. Plot significant changes within the Victorian era on a timeline.

NC links:

Pupils should be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a study of Rich and Poor through history).

<p>Similarities and differences: Begin to identify differences in food, drink, houses and entertainment between rich and poor.</p> <p>Look more into the social norms, ideas and beliefs of people in Tudor society. Were these different between men/women? Were these different for rich/poor people? This will introduce the concept of hierarchy - this term should be used explicitly throughout the term.</p> <p>Significant impact of the Poor Laws, evidence and interpretation: Identify poor laws and their impact on life for the poor people. Consider different sources of evidence to find out about the impact of the poor laws. Consider when these were abolished and how this impacted life then and now.</p> <p>Evidence and Interpretation: Explore the description of England book by William Harrison.</p>	<p>Significant figures: Retell the story of Queen Victoria and understand how she is a significant historical figure. Did she leave a legacy on the world? What was her impact?</p> <p>Similarities and differences between rich and poor: Identify what life was like for rich and poor in Victorian times. Link to what children know about Victorian houses from Y3 Buildings topic.</p> <p>Look more into the social norms, ideas and beliefs of people in Tudor society. Were these different between men/women? Were these different for rich/poor people</p> <p>Significant figures: Identify who contributed to the establishment of the British Empire. How did this affect the lives of British civilians?</p>	<p>Significant impact; cause and Consequence: Consider the impact of the industrial revolution (look at the opening ceremony of the Olympic games) for both rich and poor. How did this impact the lives of rich and poor people? Identify that the Industrial Revolution was a period of rapid change in history. Identify other eras with huge changes and contrast to those with little change (look back at previous plans to see what has been studied before).</p> <p>Change and Continuity: Consider the differences to modern day and the Tudors. How do you think the Industrial Revolution has affected life as we know it?</p>
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Episode 2 – William Wilberforce and The Slave Trade

Procedural Skills

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of other interest around the world.
- Describe the main changes in a period of history.
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them (along with evidence) on a timeline.
- Use dates and terms accurately in describing events.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social concept of evidence studied.

NC Links:

Pupils should be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a study of Rich and Poor and exploring the Slave Trade)

Significance of slavery for specific eras: Describe what is meant by slavery.

Acknowledge slavery throughout history including Ancient Greece and Rome (Y5).
Identify the types of people who owned slaves, acknowledging the differences in social class.

Describe why African slaves were used and transported between the US and UK.
Acknowledge when this began on a timeline and use dates and other historical vocabulary to describe this event.

Evidence and Interpretation: Use primary sources to describe the conditions of the slave ships and how slaves were transported.

NC Links:

Pupils should be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a study of Rich and Poor and exploring the Slave Trade)

Significant figures: Retell the story of William Wilberforce and his motives for his actions.

Identify the reasons why slavery was abolished

Visit to Wilberforce Museum.

NC Links:

Pupils should be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a study of Rich and Poor and exploring the Slave Trade)

Evidence and Interpretation: Identify varying viewpoints of William Wilberforce.

Different groups had different views, select suitable sources of evidence to suggest he was both loved and hated. Analyse this range of evidence to justify a claim about William Wilberforce.

<p>Describe the life of a slave.</p>		<p>Consider evidence from different groups and how propaganda was used to promote or discredit. Consider the impact this had on people's views.</p> <p>Significance; consequence: Impact: has slavery been abolished? Touch on modern-day slavery and also explore William Wilberforce's legacy. Link to fair trade products. Is he a significant historical figure?</p>
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