

SUBJECT:	Humanities	YEAR GROUP:	5
PURPOSE OF STUDY			
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p>			
THE NATIONAL CURRICULUM FOR HUMANITIES AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid 		<p>English – reading, writing, speaking and listening Art – drawing and creating Food Tech - cooking</p> <p>English – Anne Frank’s diary Art – WW2 art, photography Maths - rationing</p> <p>Music – Brazilian music Food tech - cooking Art – Brazilian art English – reading, writing and speaking and listening</p> <p>Science – living things and animals</p>	

questions and create their own structured accounts, including written narratives and analyses

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

The national curriculum for geography aims to ensure that all pupils:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- § understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- § are competent in the geographical skills needed to:
- § collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- § interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- § communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

English – reading, writing, speaking and listening

Maths - temperatures

History – changes through time

RSHE – moral compass

IT - research

Art - drawing

Design & Technology, food – cooking

English – drama and role play

RSHE – self awareness

English – drama and role play

TOPICS COVERED:

- WWII, Hitler, Churchill, and life at War.
- KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain.

- (CC – Maths, Literacy, Art)
- South America, Brazil, and The Rainforests.
- KS2 Geography: locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities. (CC – IT, Art, Expressive Arts)
- Anglo Saxons V's The Vikings
- KS2 History. The Viking and Anglo-Saxon struggle for the kingdom of England - Viking raids - Edward the confessor.
- (CC – IT, Art, Design & Technology, food)

INTENT OF SUBJECT:

- Pupils will develop understanding of why World War 2 started and Hitler's involvement in it.
- Pupils will develop knowledge of major leaders in Europe and America during World War 2.
- Pupils will develop the impact Hitler's involvement had on the Jewish community.
- Pupils will develop an understanding of a timeline of events in World War 2.
- Pupils will develop an understanding of what it was like to be a child during World War 2.
- Pupils will develop an understanding of evacuation including how life was different and how children would have felt.
- Pupils will develop an understanding of the role of Winston Churchill during the war.
- Pupils will use Anne Frank's diary to develop an understanding of this period.
- Pupils will discover what life is like in Brazil, South America
- Pupils will understand why people settle by rivers
- Pupils will develop an understanding of life in Brazil – food, dance, cities
- Pupils will develop an understanding of Brazilian Symbols and their meaning.
- Pupils will Identify climate based on location on the map.
- Pupils will develop knowledge on the features of a rainforest.
- Pupils will understand how important the Amazon is to the rainforests in South America.
- Pupils will identify how to help rainforests.
- Pupils will locate rivers and mountains on maps.
- To understand the Viking and Anglo-Saxon struggle for the kingdom of England - Viking raids - Edward the confessor
- The pupils will learn who the Vikings were as well as when and where they raided and settled.

- Pupils will learn about significant events from the period and order these chronologically on a timeline.
- Pupils will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history.
- Pupils will learn about the Anglo-Saxon justice system and compare crimes, punishments and laws with their modern-day equivalents.
- Pupils will also learn about different aspects of everyday Viking life.
- Pupils will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.

SKILLS OVERVIEW BY HALF TERM:
AUTUMN ONE

- Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- Understand that significant events in history have helped shape the country we have today.
- Develop understanding as to how crime and punishment has changes over the years.
- Be able to use dates and historical language in pieces of work.
- Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived.
- Test out a hypothesis to answer a question.
- Show understanding of how historical artefacts have helped us understand more about British lives in the present and past.

AUTUMN TWO

- Use dates and historical language in their work?
- Develop a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived.
- Use their mathematical skills to work exact time scales and differences as need be?
- Understand the key features of WWII
- Be able to use names of key leaders within the war correctly.
- Be able to gain information from analysing images.
- Understand what the Battle of Britain was.
- Know the identity of Winston Churchill and the part he played in the war.
- Be able to present the differences between their own life and that of an evacuee.

<p>SPRING ONE</p>	<p>SPRING TWO</p>
<ul style="list-style-type: none"> • Locate and name the main countries in South America on a world map and atlas? • Explain why many cities of the world are situated by rivers? • Explain how a location fits into its wider geographical location, with reference to physical features. • Explain why people are attracted to live by rivers? • Find possible answers to their own geographical questions? • Plan a journey to a place in another part of the world, taking account of distance and time? • Plan a journey to a place in another part of the world, taking account of distance and time? • Create a piece of artwork which includes the integration of digital images they have taken? (IT) • Combine graphics and text based on their research? • Combine visual and tactile qualities? • Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? • Find out about samba dancing and how and why it is celebrated in Brazil - Opportunities for performance 	<ul style="list-style-type: none"> • Explain why water is such a valuable commodity. • Name and locate many of the world's major rivers on maps • Name and locate many of the world's most famous mountain regions on maps • Locate and name the main countries in South America on a world map and atlas? • Work together to design and create their own rainforests. • Make an argument for saving the rainforests. • Carry out their own research and to present their findings in a range of interesting ways which may involve ICT. • Design a print and print using several colours. • Create an accurate print design that meets a given criteria. • Print onto varied materials. • Express their emotions accurately through their painting and sketches. • Keep notes in their sketch books as to how they might develop their work further. • Use a range of tools and equipment effectively. • Produce a range of ideas after they have collected information. • Produce a detailed step-by-step plan.

<p>SUMMER ONE</p>	<p>SUMMER TWO</p>
<ul style="list-style-type: none"> • Identify a period of history on a timeline. • Place a specific event on a timeline by decade. • Place features of historical events and people from past societies and periods in a chronological framework? • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Describe features of historical events and people from past societies and periods they have studied? • Recognise and describe differences and similarities/ changes and continuity between different periods of history. • Describe a key event from Britain’s past using a range of evidence from various sources. • Present knowledge of the key features of Viking Life. • Use key words in their work and conversation. 	<ul style="list-style-type: none"> • Describe features of historical events and people from past societies and periods they have studied. • Recognise and describe differences and similarities/ changes and continuity between different periods of history. • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Describe a key event from Britain’s past using a range of evidence from various sources • Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods. • Use a range of information to inform a design. • Use market research to inform plans. • Follow and change their plan if necessary. • Consider culture and society in their design. • How well do they test and evaluate their final product? • Would different resources have improved their product. • Can they use tools and materials effectively • Do they change the way they are working if needed?