

# Year 5 Medium Term Plan

## Key Learning in History

### Autumn: What impact did the Anglo-Saxons have?

1. To explore reasons for the Anglo-Saxon 'invasions' of England, and to find (local) evidence of Anglo-Saxon settlement
2. To explore reasons why Vortigern invited Saxons to live on his land, and to think about the significance of this event
3. To discover when Christianity came to Anglo-Saxon England
4. To discover what we can and cannot find out about Anglo-Saxons from archaeology, and to explore why people buried wealth but then didn't come back for it
5. To write our own interpretation of King Offa, using the evidence we have discovered
6. To hold a class debate by reviewing all of our work on the Anglo-Saxons, and reaching a conclusion

### Cross curricular links:

English: producing a piece of work for an intended audience (Lesson 1); exploring a historical text (Lesson 2); creating a presentation (Lesson 2)

Computing: using the Internet to carry out research (Lessons 3, 4, 5)

Drama: planning and carrying out a class debate (Lesson 6)

Geography: locating Britain and the surrounding area on a map (Lesson 1)

Religious education: exploring different people's beliefs (Lesson 3).

### Historical skills

understand the methods of historical enquiry • explore the 'raw materials' – evidence – of history • explore significance and historical interpretations • create their own structured accounts of history.

### Potential education visits

## Key Learning in History

### Spring: Would the Vikings do anything for money?

1. To explore whether available evidence always offers a balanced view
2. To find out about Viking life in Norway, Sweden and Denmark
3. To discover when, where and why Vikings settled in Britain
4. To ask whether King Alfred deserves the title 'the Great'
5. To find out what evidence we have about the Vikings, and to evaluate this evidence
6. To create an original Viking saga

### Cross curricular links:

English: writing a factual report to communicate research findings and express opinions (Lesson 1), writing in a specific genre or style (Lesson 6)

Computing: researching online and selecting appropriate information (Lessons 1–5)

Geography: map skills, knowledge of cities, mountains, places and countries (Lessons 1, 2, 3 and 4)

PSCHE: living in an interconnected world (Lessons 1–5)

### Historical skills

research, select, organise and communicate findings • understand how knowledge of the past is constructed from a range of sources • explore the significance of a key individual • understand how contrasting arguments and interpretations of the past have been constructed

### Potential education visits

## Key Learning in History

### Summer: Why should we remember the Maya?

1. To explore the lives of the Maya today, and use this as a way to begin to explore the Maya 1,000 years ago
2. To find out how the Mayans worshipped their gods, and to compare the Mayan creation myth with the Christian story of creation
3. To explore Mayan science and technology, and to reach a judgement about how advanced Maya society was
4. To explore what we can find out about the Maya from their ancient cities and ask why those deserted cities stayed hidden for so long
5. To try to explain what happened to most of the Maya around 900 ad
6. To make a Maya folding book, which includes the answers to questions the children posed in Lesson 1

### Cross curricular links:

Maths: doing sums in different types of number systems (Lesson 3)

Science: exploring the impact of technology on other societies (Lessons 3, 5)

Geography: carrying out map work (Lessons 1, 5); learning about rainforest characteristics, agricultural practices in other parts of the world (Lessons 1, 5); learning about climate change and its impact on a society (Lesson 5)

Religious education: exploring different aspects of what people believe in (Lessons 2, 4).

### Historical skills:

• learn about interpretations – why different historians say different things about the decline of the Maya • learn about similarities and differences as they compare modern-day Maya with the Maya 900 ad • deduce information from studying a different period: they will use the Egyptians as a 'way in' to studying the Maya.

### Potential education visits

### Key vocabulary

**Burh (burgh):** a well-defended Saxon town  
**Christianity:** a religion based on the teachings of Jesus Christ  
**Hoard:** items buried and left, possibly for safekeeping  
**Interpretation:** one person's view of an event in history  
**Invasion:** attacking and conquering another country  
**Martyr:** someone who dies for what they believe in  
**Missionary:** a person who goes to a different country to spread a religion, usually Christianity  
**Monastery:** a building where a religious community (usually monks) lives  
**Monk:** a man who devotes himself to religion  
**Pagan:** someone who believes in lots of different gods  
**Reconstructed village:** a modern copy of a village from Anglo-Saxon times  
**Significant:** very important.

### Key vocabulary

**Anglo-Saxon Chronicle:** a book written by AngloSaxon monks to record the events of each year  
**Danelaw:** part of north and east England under the law of the Vikings, where they lived and ruled  
**Hoard:** treasure buried in the ground, probably for safety in times of trouble  
**Longship:** a Viking warship  
**Monastery:** a religious place where monks live and pray  
**Monk:** a man who devotes himself to religion  
**Norse:** to do with the Vikings ('Norsemen', from the North)  
**Saga:** a story or myth told by Vikings to remember the lives of earlier famous Viking people  
**Scandinavia:** where the Vikings came from: Norway, Sweden and Denmark  
**Vinland:** a Viking name for part of North America (on the tip of modern Newfoundland).

### Key vocabulary

**Archaeologist:** someone who digs up remains of old societies  
**Base 20:** a maths system based on 20, not 10 like we use  
**Codex:** the Mayan book  
**Creation myth:** a story which explains the beginning of the world  
**Hieroglyphs:** writing that is made of pictures  
**Interpretation:** one person's point of view based on evidence  
**Rain forest:** an area of forest that contains many tall trees, has high temperatures and lots of rain  
**Sacrifice:** an offering to keep the gods happy  
**Stelae:** stones or wooden posts which have writing on.

## ASSESSMENT

### All children can:

Ask questions of the evidence  
Reach a conclusion at the end of an enquiry  
Understand where the Anglo-Saxons came from.

### Most children can:

Ask clearly focused questions of the evidence  
Reach a conclusion based on the evidence they have before them  
Explain why the Anglo-Saxons came to Britain.

### Some children can:

Realise that interpretations and reconstructions might only be partial views of Saxon England  
Understand that it is not always possible to reach a conclusion based on what we know  
Distinguish between 'push' factors and 'pull' factors as a cause of migration.

## ASSESSMENT

### All children can:

Understand that the Vikings invaded Britain and other parts of the world  
Understand that Vikings settled here too  
Use evidence from Viking times to tell the story of the Vikings.

### Most children can:

Understand that the Vikings had a variety of motives for travelling  
Understand that the Anglo-Saxons resisted the Viking invasions  
Realise that the evidence tells a variety of stories about the Vikings.

### Some children can:

Realise that the Vikings were a varied and disparate group of people  
Understand that Vikings and Anglo-Saxons co-existed in many places  
Try to make sense of the contradictions in the evidence we have about Viking times.

## ASSESSMENT

### All children can:

Understand the way that the Maya lived  
Count in the Base 20 maths system  
Appreciate how the Maya fitted in with the climate of the area they lived in.

### Most children can:

Compare the Maya with Stone-Age Britain or ancient Egypt  
Do sums in the Base 20 maths system  
Understand some of the reasons put forward for why many Maya died out around 900 ad.

### Some children can:

Ask questions about the evidence we have for the Maya  
Meaningfully compare the Base 20 maths system with Roman numerals and our own system of numbers  
Appreciate the lessons that we can learn from the reasons why the Maya declined around 900 ad.