



Year Five History Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1	<p>History: Unheard histories: who should go on the banknote?</p> <p>Lesson 1: Who features on banknotes and why?</p> <p>L.O. To explain the significance of people on banknotes KS2: Hi 6</p> <p>Big Idea (Aspect): Change (British History) Humankind (Hierarchy and power) Creativity (report and conclude) Investigation (investigate and interpret evidence)</p>	<p>History: Unheard histories: who should go on the banknote?</p> <p>Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch?</p> <p>L.O. To decide whether a person is historically significant KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Comparison (compare and contrast) Change (British History) Humankind (Hierarchy and power) Creativity (communication) Materials (artefacts and sources)</p>	<p>History: Unheard histories: who should go on the banknote?</p> <p>Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant?</p> <p>L.O. To evaluate the significance of historical figures KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Change (British History) Creativity (communication) Materials (artefacts and sources) Investigation (investigate and interpret evidence)</p>	<p>History: Unheard histories: who should go on the banknote?</p> <p>Lesson 4: Why was William Tuke significant?</p> <p>L.O. To explain the significance of William Tuke KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant events) Change (British History) Creativity (report and conclude) Materials (artefacts and sources) Investigation (investigate and interpret evidence)</p>	<p>History: Unheard histories: who should go on the banknote?</p> <p>Lesson 5: Who was more significant? Lily Parr or Betty Snowball?</p> <p>L.O. To evaluate the significance of sporting people KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Change (British History and chronology) Creativity (report and conclude) Materials (artefacts and sources) Investigation (investigate and interpret evidence)</p>	<p>History: Unheard histories: who should go on the banknote?</p> <p>Lesson 6: Who will be the face of the new £10 note?</p> <p>L.O. To evaluate the significance of historical figures KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people) Change (British History and chronology) Creativity (communication) Investigation (investigate and interpret evidence)</p>



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Term 2						
Term 3	<p>History: What did Greeks ever do for us?</p> <p>Lesson 1: Who were the Greeks and when did they live?</p> <p>L.O. To understand where and when the ancient Greeks lived. KS2: Hi 8</p> <p>Big Idea (Aspect): Change (chronology)</p>	<p>History: What did Greeks ever do for us?</p> <p>Lesson 2: What did the Greeks believe?</p> <p>L.O. To understand the importance of the Greek gods. KS2: Hi 8</p> <p>Big Idea (Aspect): Humankind (civilisations) Investigation (investigate and interpret evidence)</p>	<p>History: What did Greeks ever do for us?</p> <p>Lesson 3: How was Ancient Greece governed?</p> <p>L.O. To identify similarities and differences between Athens and Sparta. KS2: Hi 8</p> <p>Big Idea (Aspect): Significance (significant people) Comparison (compare and contrast) Humankind (hierarchy and power) Creativity (report and conclude) Investigation (investigate and interpret evidence)</p>	<p>History: What did Greeks ever do for us?</p> <p>Lesson 4: Did the Ancient Greeks give us democracy?</p> <p>L.O. To understand how the Athenian democracy worked? KS2: Hi 8</p> <p>Big Idea (Aspect): Comparison (compare and contrast) Humankind (hierarchy and power) Creativity (communication) Investigation (investigate and interpret evidence)</p>	<p>History: What did Greeks ever do for us?</p> <p>Lesson 5: How do Greek philosophers influence us today?</p> <p>L.O. To understand the importance of the Ancient Greek philosophers. KS2: Hi 8</p> <p>Big Idea (Aspect): Significance (significant people) Humankind (civilisations)</p>	<p>History: What did Greeks ever do for us?</p> <p>Lesson 6: What did the Greeks do for us?</p> <p>L.O. To identify and explain the achievements of the Ancient Greeks. KS2: Hi 8</p> <p>Big Idea (Aspect): Significance (significant people and events) Humankind (hierarchy and power, civilisations) Creativity (report and conclude)</p>
Term 4						



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Term 5	History: British History 5: What was life like in Tudor England?	History: British History 5: What was life like in Tudor England?	History: British History 5: What was life like in Tudor England?	History: British History 5: What was life like in Tudor England?	History: British History 5: What was life like in Tudor England?	History: British History 5: What was life like in Tudor England?
	Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?	Lesson 2: Why was Anne Boleyn killed?	Lesson 3: Why did Henry VIII have so many wives?	Lesson 4: What was a Royal Progress?	Lesson 5: What was a Royal Progress like?	Lesson 6: What can inventories tell us about life in Tudor times?
	L.O. To use different types of evidence to interpret the character of Henry VIII KS2: Hi 6	L.O. To make deductions about Anne Boleyn from a range of primary and secondary sources. KS2: Hi 6	L.O. To understand why Henry VIII had so many wives KS2: Hi 6	L.O. To extract evidence from primary sources about the Royal Progresses of Elizabeth I. KS2: Hi 6	L.O. To reconstruct a Royal Progress using a range of primary sources. KS2: Hi 6	L.O. To make deductions about the people in Tudor England using inventories.
	Big Idea (Aspect): Significance (significant people) Change (British History) Humankind (hierarchy and power) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Big Idea (Aspect): Significance (significant people and events) Change (British History) Humankind (hierarchy and power) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Big Idea (Aspect): Significance (significant people) Change (British History) Investigation (investigate and interpret evidence)	Big Idea (Aspect): Significance (significant people) Change (British History and chronology) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	Big Idea (Aspect): Significance (significant events) Change (British History) Creativity (communication) Materials (artefacts and sources) Investigation (investigate and interpret evidence)	L.O. To create a realistic inventory for a person living in Tudor times. KS2: Hi 6 Big Idea (Aspect): Change (British History) Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence)



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		Creativity (report and conclude)				
Term 6						