



Year 5

Autumn 1	Spring 1	Summer 1
<p><b>Mayan Civilisation</b></p> <p>A non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p> <p>Links to prior learning: Y3 - Journey to Ancient Egypt, Y3 - Journey to Ancient Greece, Y4 - Empire Strikes Back! Y4 - Anglo-saxons and Great Scots, Y4 - Vicious Vikings</p> <p>Historical context: began around 2000 BC and lasted until around 1500 AD with Spanish invasion; location. One of greatest civilisations of all time.</p> <p>The effects of invasion on Maya compared with Anglo-Saxon &amp; Viking invasion in Britain</p> <p>Significance of writing: one of the oldest, and the most developed, writing script in the Western hemisphere (compare with previous terms)</p> <p>Significance of Maya numerals and their Maths system: possibly the most advanced in the world at the time</p> <p>Religion: Gods, animal spirits and pyramids (compare with previous terms)</p> <p>The organisation of Maya cities c. AD 900. Compare city states with Ancient Greece (Year 3). How advanced the buildings were at the time.</p> <p>Trade c.900 (compare with Vikings)</p> <p>Daily life, including farming and how their advanced calendar/astronomy helped (see BBC bitesize).</p>	<p><b>British Seafarers</b></p> <p>Sir Frances Drake, Captain James Cook and Horatio Nelson</p> <p>Links to prior learning: Y2 - Great Fire of London (happened during this time)</p> <p>Historical context: Briefly revise story of Britain to 1066. Discoveries and naval achievements before Drake; conflict between England and Spain in 1500s; settlement and conflict in new lands discovered (e.g. North/South America, e.g. Spanish invasion of Maya civilisation)</p> <p><u>Frances Drake</u></p> <p>Significance of Drake's life: his part in the transatlantic slave trade; attacks on Spanish ships; circumnavigation of the globe; defeat of Spanish Armada</p> <p>Consequences of the defeat of the Spanish Armada on British naval power in the world and the growth of the British Empire</p> <p><u>Captain James Cook</u></p> <p>Significance: Discovery of New South Wales (Australia) and his mapping of Australia &amp; New Zealand</p> <p>Consequences: growth of British Empire; British settlement in Australia and legacy today (e.g. language)</p> <p><u>Admiral Horatio Nelson</u></p> <p>Historical context: threat of invasion by Napoleon to British Empire &amp; Britain itself</p>	<p><b>The Industrial Revolution</b></p> <p>Local history: 1740-1837</p> <p>Links to prior learning: Y2 - Sir Robert Peel</p> <p>Historical context: a brief overview of what life was like in Britain in 1700 (before the Industrial revolution); population statistics of England, including numbers who lived in towns and in the countryside; how people earned a living; revise significance of British Empire in the world (see Y5 Spring 1); how textiles were produced before the industrial revolution</p> <p>A brief overview of the main industries: textiles, iron, steam power, gas lighting, glass making</p> <p>Causes of the industrial revolution</p> <p>Significance of the cotton industry in Lancashire: First time anywhere in the world used machines to produce textiles and this took place in Lancashire; The transatlantic slave trade; Textiles most important product in industrial revolution; significance of local inventors - John Kay, James Hargreaves, Richard Arkwright</p> <p>Consequences of the cotton industry in Lancashire: the huge growth of the Transatlantic slave trade &amp; impact on the African slaves; the Factory system and conditions, e.g. child labour, schooling; wealth of factory owners</p> <p>Research location of mills in Bury</p>

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<p>Research other aspects of daily life &amp; compare with previous terms.</p> <p>Legacy: invented chocolate; writing and maths system restricted by Spanish invasion</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p> <p><u>Challenge Vocabulary</u> Civilisation; trade; invasion; century, AD</p> <p><u>Class timeline (see example on teacher drive)</u> (British history in black text; <b>Mayan history in red text</b>)</p> <p>Sequence the following events in order: Stone age began in Britain (10000 BC); <b>Maya civilisation began (2000BC)</b>; Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); <b>Mayan writing was developed (700BC)</b>; The Romans conquered Britain and brought writing to Britain for the first time (43AD); Romans left Britain (410AD); Anglo-Saxons arrive in Britain (450AD); <b>The Mayan city of Tikal became the first great Mayan city (500AD)</b>; Augustine brought Christianity to Britain from Rome (597AD); First Viking raids on Britain (793AD); The Battle of Hastings took place (1066AD); <b>The Spanish arrived in the Maya and began to destroy the Mayan civilisation (1517AD)</b></p> <p>Round dates to the nearest 100 to make approximate calculations, e.g. the Spanish arrived in the Maya about 500 years ago (link to Maths POS)</p> <p>Use ability to subtract 4 digit numbers to calculate the exact time between significant events, e.g.</p>	<p>Battle of Trafalgar 1805: significance - saved Britain from threat of invasion; consequences - Nelson killed</p> <p>Legacy: Nelson's column in Trafalgar Square</p> <p><u>Significance</u> People moving out of Britain to other parts of the world (contrast with invaders/settlers to Britain until 1066)</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p> <p><u>Challenge Vocabulary</u> Empire; Conflict; settlement; invasion; transatlantic slave trade; circumnavigation; century; AD</p> <p><u>Class timeline</u> Sequence the following events in order: Stone age began in Britain (10000 BC); Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); The Romans conquered Britain and brought writing to Britain for the first time (43AD); Romans left Britain (410AD); Anglo-Saxons arrive in Britain (450AD); First Viking raids (793AD); The Battle of Hastings took place (1066AD); Frances Drake completed circumnavigation of the globe (1580AD); Spanish Armada defeated (1588AD); Captain Cook discovered Australia (1770AD); Admiral Nelson won the Battle of Trafalgar (1805AD)</p> <p>Use ability to subtract 4 digit numbers to calculate the exact time between significant events, e.g.</p>	<p>Significance of water power then steam power in speeding up the process of producing textiles; visit Quarry Bank Mill for an example of a water powered mill</p> <p>Solve comparison, sum and difference problems using information presented in a line graph, e.g. population growth in Britain (link to Maths POS)</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p> <p><u>Challenge Vocabulary</u> Industrial revolution; textiles; factory; Empire; transatlantic slave trade; century; AD</p> <p><u>Class timeline</u> <u>British history from previous topics in black text; events related to this topic in red</u> Sequence the following events in order: The Battle of Hastings took place (1066AD); Spanish Armada defeated (1588AD); <b>John Kay invented the flying shuttle (1733AD)</b>; <b>James Hargreaves invented the spinning jenny (1764AD)</b>; <b>Richard Arkwright invented the spinning frame (1769AD)</b>; Captain Cook discovered Australia (1770AD); Admiral Nelson won the Battle of Trafalgar (1805AD); <b>Queen Victoria became Queen (1837AD)</b></p> <p>Use ability to subtract 4 digit numbers to calculate the exact time between significant events, e.g. 2021-1733 = 288 (so the John Kay invented the flying shuttle 288 years ago)</p>

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2020-1517 = 503 (so the Spanish arrived in the Maya 503 years ago)	2021-1805 = 216 (so the Battle of Trafalgar took place 216 years ago)	