

Year 5 planning overview

The Maya	
Enquiry Question(s)	Why should we remember the Maya?
Main Historical Concepts	Continuity and change and significance
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know about the impact that the ancient Maya society had on the world - Know why they were considered an advanced society in relation to that period of time in Europe. - Know what remains of their culture and how artefacts have been used as evidence to explain what was important to the Maya.	- Understand how we know about the Maya and the importance of reliable sources of evidence. - Establish clear narratives within and across periods by using secure chronological understanding. - Examine different aspects of history e.g., social, cultural, political, and religious. - Use timelines to place events, periods and cultural movements from around the world. - Describe similarities and differences between some people, events and artefacts studied.
Powerful or 'sticky' knowledge	Vocabulary
- The Maya were expert mathematicians and astronomers. They used this expertise to make calendars, how the Maya tell the time. - What numbers the Mayans used in Maths and how this differs from the numbers we use now - Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. - The Maya believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'.	Astronomy, calendar, hieroglyphs, maize, pok-a-tok, pyramids, sacrifice, stelae, (pyramid of) Chichen-Itza, Cacao, codex, ahau/ahaw, batab, huipil, Itzama
Links to prior learning	Links to future learning
Children have learned about the Ancient Greeks and Ancient Egyptians	
Links to stories/texts	
Composite task:	
Create advertising poster or leaflet for a time-travelling holiday to the Maya	

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The Vikings (410AD-1066AD)	
Enquiry Question(s)	What was the reason for their invasion? How did the Vikings impact Britain when they invaded?
Main Historical Concepts	Continuity and change, cause and consequence
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know who the Vikings were, when they lived and where they settled. - Know why the Vikings raided Britain and the significance of their long boats, physicality, and religious beliefs. - Know who King Ethelred II was and say when and why Danegeld was introduced. - Know why the Vikings chose to leave their homeland and settle in Britain. - Know if the Vikings settled in any other parts of Europe and make comparisons. - Know why York was seen as a milestone in the Viking's impact on Britain at the time.	To distinguish between historically accurate and inaccurate events by considering reliability and validity of sources.
Powerful or 'sticky' knowledge	Vocabulary
- Vikings are also called Norsemen and came from Scandinavia. - They travelled over the sea in longships, which are long, narrow wooden boats that could be sailed in both deep and shallow water. - Vikings and Anglo-Saxons were often in conflict, but not all Vikings were warriors: many came in peace and became farmers.	Danelaw, drinking horn, helmet, jewellery, long coat, longhouse, loom, runes, shield, Odin, Thor, Loki, raids, vicious, berserkers, longship, Scandinavia, Jorvik
Links to prior learning	Links to future learning
Anglo-Saxons in Year 3	Secondary school history
Links to stories/texts	
Traders and Raiders Viking Gods and Goddesses How to be a Viking	
Composite task:	
Prepare and present a 10 minute speech to answer the question.	