

KEY STAGE 2 TOPIC WORK: HISTORY & GEOGRAPHY

<p align="center">YEAR 5</p>	<p align="center">AUTUMN TOPIC The Olympics</p> <p align="center">HISTORY FOCUS: Ancient Greece GEOGRAPHY FOCUS: Locational Knowledge through the study of The Olympic Games</p> <p align="center">VISIT/TRIP: Greek Restaurant Queen Elizabeth Olympic Park, Stratford, London (Autumn 2)</p> <p align="center">Opportunities for Exploring Diversity: Gender Equality & Democracy Black History Month (October) Diwali</p>	<p align="center">SPRING TOPIC Invaders and Traders</p> <p align="center">HISTORY FOCUS: Anglo-Saxons GEOGRAPHY FOCUS: Trade (Human and Physical Geography)</p> <p align="center">VISIT/TRIP: British Museum for Sutton Hoo Workshop</p> <p align="center">Opportunities for Exploring Diversity: Fairtrade Lunar New Year</p>	<p align="center">SUMMER TOPIC Sail Away!</p> <p align="center">HISTORY FOCUS: The Vikings GEOGRAPHY FOCUS: Iceland (Place knowledge)</p> <p align="center">VISIT/TRIP: Viking workshop in school PGL trip</p> <p align="center">Opportunities for Exploring Diversity: Economic Inequality and Immigration</p>
<p>Key Blue text –Geography Green text – History Brown - Opportunities for Exploring Diversity</p>			
<p>Key Texts</p>	<p>Who let the God's out? – Maz Evans (whole class read/guided reading) Athena: The story of a Goddess – Imogen and Isabel Greenburg Greek Myths – Marcia Williams The Ancient Greek Mysteries – Saviour Pirotta and Freya Hartas Leo and the Gorgon's Curse – Joe Todd Stanton How did the Olympic Games begin?</p> <p>Olympic Games</p> <p>Usborne visitor's guide to Ancient Greece – Lesley Sims The Everyday Guide to Primary Geography Locational Knowledge – Simon Catling and Julia Tanner Google Earth</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39</p> <p>https://www.twinkl.co.uk/resource/t2-g-311-lines-of-latitude-and-longitude-teaching-pack</p> <p>Black History Month - Why does it Matter?</p> <p>https://www.bbc.co.uk/news/explainers-54522248</p> <p>Books for Children BAME Ed https://www.hackneyservicesforschools.co.uk</p> <p>A range of texts by Black, Asian & Ethnic Minority group authors available in the classroom.</p>	<p>Anglo-Saxon Boy – Tony Bradman Beowulf – Rob Lloyd Jones and Victor Tavares Beowulf – Michael Morpurgo King Arthur and the knights of the round table The History Detective Investigates – Neil Tongue (non-fiction) Explore! Anglo Saxons – Jane Bingham <i>Early British Kingdoms</i> provides good background information and a list of the treasures that were found at Sutton Hoo. Some links include photographs:</p> <p>http://www.earlybritishkingdoms.com/kids/sutton_treasures.html</p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/the-mystery-of-the-empty-saxon-grave-2-2/</p> <p>'Fair Trade (Explore!)' by Jill Powell explains the history of fair trade and explores some of the products available.</p> <p>'Juliana's Bananas: Where Do Your Bananas Come From? (Is That Fair)' by Ruth Walton combines narrative and information texts to tell the process of shipping bananas to the UK.</p> <p>A range of non-fiction texts on trade and Fair trade</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm</p> <p>A range of texts by Black, Asian & Ethnic Minority group authors available in the classroom.</p>	<p>The Vikings: Raiders, Traders and Adventurers Marcia Williams Viking Boy – Tony Bradman The saga of Erik the Viking – Terry Jones and Michael Foreman Arthur and the Golden Rope Viking Voyageurs Viking Longship – Mick Manning and Brita Granstrom Who are refugees and migrants? – Michael Rosen and Anne Marie Young (OED) Odd and the Frost Giants – Neil Gaiman Destination Planet Earth - Jo Nelson and Tom Clohosy Cole Survivors - David Long and Kerry Hyndman Race to the Frozen North: The Matthew Henson Story (fictionalised re-telling of the unsung BAME hero) – Catherine Johnson and Katie Hickey (OED)</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty</p> <p>A range of texts by Black, Asian & Ethnic Minority group authors available in the classroom.</p>

Skills

History: Ancient Greece

NC POS: Ancient Greece – a study of Greek life and achievements and their influence on the western world

Chronology- Make comparisons between different times in history

Range and Depth of Historical Knowledge – Study an ancient civilization in detail
Study different aspects of life between different people – differences between men and women

Interpretations of History – Compare accounts of events from different sources e.g., fact or fiction

Historical Enquiry – Begin to identify primary and secondary sources.

- Select relevant sections of information

Organisation & Communication -Use appropriate terms matching dates to people and events

Geography: Locational Knowledge

NC POS: Locational Knowledge: The children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones.

Locational Knowledge – Use 8 compass points; begin to use 4 figure coordinates to locate features on a map of Greece

Geographical Enquiry - Begin to use primary and secondary sources of evidence
Investigate places with more emphasis on the larger scale

Drawing Maps – Annotate the features above on a world map

Representation – Use/recognise OS map symbols

Using Maps – Select a map for a specific purpose

Perspective – Draw a plan view map with some accuracy

Scale / Distance – Measure straight line distance on a plan

Map knowledge – Identify specific places and environments

Style of Map - Use index and contents page within atlases
Use medium scale land ranger OS maps

History: Anglo-Saxons

NC POS: Anglo-Saxons Including: invasions, settlements and kingdoms: place names and village life

Chronology- Place current study on timeline in relation to other studies.

- Know and sequence key events of time studied

Range and Depth of Historical Knowledge

- Compare an aspect of life with the same aspect in another period (e.g., food/farming)

Interpretations of History – Offer some reasons for different versions of events

Historical Enquiry – Use evidence to build up a picture of life in time studied

Organisation & Communication - Fit events into a display sorted by theme time

Geography: Human Geography

NC POS: human geography, including **types of settlement and land use, economic activity including trade links**, and the distribution of natural resources including energy, food, minerals and water.

Geographical Enquiry – Analyse evidence and draw conclusions e.g. compare historical maps of varying scales

Drawing Maps – Begin to draw a variety of thematic maps based on their own data

Representation – Draw a sketch map using symbols

Using Maps – Compare maps with aerial photographs

Perspective – Draw a plan view map with some accuracy e.g. Design a plan view map of an Anglo-Saxon village with some accuracy

Scale / Distance – Find/recognise places on maps of different scales (e.g. Anglo Saxon kingdoms, countries linked to Fair Trade)

Map knowledge – Identify specific places and environments

Style of Map - Use index and contents page within atlases

History: The Vikings

NC POS: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Chronology – Use relevant terms and period labels
Relate current studies to previous studies

Range and Depth of Historical Knowledge
Study different aspects of life between different people – differences between men and women
Examine causes and results of great events and the impact on people (e.g. volcanic ash cloud in Iceland)

Interpretations of History – Offer some reasons for different versions of events

Historical Enquiry – Confident use of library, e-learning, research

Organisation & Communication – Record and communicate knowledge in different forms: work independently and in groups showing initiative

Geography: Place Knowledge

NC POS: understand geographical similarities and differences through the study of human and physical geography of a region of a European country.

Locational Knowledge – Use 8 compass points; begin to use 4 figure coordinates to locate features on a map of Iceland

Geographical Enquiry – Begin to suggest questions for investigating
Investigate places with more emphasis on the larger scale; contrasting and distant places
Collect and record evidence unaided (researching a feature of Iceland for presentation to the class)

Drawing Maps – Annotate features on a world map

Representation – Use/recognise OS map symbols

Using Maps – Begin to use atlases to find out about other features of places (e.g. glaciers around the world)

Map knowledge – Identify specific places and environments

Style of Map - Use index and contents page within atlases
Use medium scale land ranger OS maps

<p>Key Vocabulary (new vocabulary in bold underlined)</p>	<p>History = myth, legend, ancient, locate, compare, reflect, <u>analyse, Athens, Sparta, city states, democracy, warrior, Greece.</u></p> <p>Geography = <u>latitude, longitude, equator, northern hemisphere, southern hemisphere, Tropic of Cancer/Capricorn.</u></p>	<p>History = <u>Anglos, Saxons, Scots, Picts, kingdoms, settlement, artefacts, invader, invasions, migrant, refugee, immigrant, Sutton Hoo, treasure.</u></p> <p>Geography = <u>trade, import, export, product, produce, raw materials, supplier, manufacturer, distributor, retailer, consumer, textiles, economy, income, global supply chain.</u></p>	<p>History = <u>sagas, Scandinavian countries, runes, invaders, settlers, trade, long boats, conquer, occupy, colonise, inhabit, integrate, establish, monasteries.</u></p> <p>Geography = volcanoes, <u>geysers, geothermal energy</u>, seas and oceans <u>near Iceland, flora, fauna, native</u> animals, culture.</p>
<p>Cross Curricular Links/Further Opportunities for learning</p>	<p>Science - Earth and Space link to different time zones around the world and GMT</p> <p>ICT – Using Google Earth to explore Greece and for Geography links</p> <p>PSHE – Gender Equality</p> <p>Is it fair that only men were allowed to compete in the Ancient Olympic Games?</p> <p>Did Spartan women enjoy more freedom?</p> <p>Do you think it is fair that men and women were treated differently?</p> <p>R.E. Diwali 'light' celebrations (November)</p> <p>Art - Black History Month – Chris Ofili - artist focus</p>	<p>Art/DT links to Anglo-Saxon art and culture – e.g. design and make a brooch or buckle. Create a design for an Anglo-Saxon tile (printing)</p> <p>Science – link to materials and Anglo-Saxon clothing versus clothing worn today, materials used to insulate buildings today</p> <p>Home Learning - Make a model Anglo-Saxon village</p> <p>DT – Seasonal food – create an Anglo-Saxon menu</p> <p>Music - https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv</p> <p>Design a global/fair trade menu using Fairtrade produce</p> <p>R.E/DT/Science (Properties and Changes in Materials) Design and make an Easter Egg using Fair Trade chocolate</p>	<p>Art – make a 3D Viking Longship</p> <p>Music – Teach Viking saga songs and then children write their own (link to songwriter music unit)</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-index/z72w8xs</p> <p>PSHE: Refugees and migrants</p> <p>redcross.org.uk/What-we-do/Refugee-services/Refugees-true-stories – the British Red</p> <p>Cross website hosts several video diaries in</p> <p>Which refugees talk about their experiences?</p> <p>Science: Lifecycles (link to flora and fauna in Iceland)</p> <p>Animals including humans (link to wildlife in different parts of the world and how climate change effects habitats)</p> <p>ICT: Create an iMovie or Google Slide Show to persuade tourists to visit Iceland</p> <p>Use Excel Spreadsheets for managing a holiday budget</p> <p>Maths: Managing a budget for a holiday</p>
<p>Learning Overview/WALTS</p>	<p>(12 weeks)</p> <p>Week 1 Olympics Wow Entry Point – exploring sources in a suitcase containing clues to new topic (an Olympic medal, spartan clothing, globe, picture of a Greek God/Goddess etc.)</p> <p>KQs: Where did The Olympics originate from? Where and when did the Ancient Greek civilisation exist? What is an Empire?</p>	<p>(12 weeks)</p> <p>Week 1 WALA: What can we find out about the past by studying artefacts? Invaders and Traders Wow Entry Point – Sutton Hoo treasure trove – exploring artefacts. Put a different artefact on each table. What do the children think they are and what would they be used for? Write suggestions on post-it notes. Children complete K and W sections of KWL grid. (In Art & Design the children will look at Anglo-Saxon clothing and jewellery)</p>	<p>(12 weeks)</p> <p>Week 1 Sail Away Wow Entry Point - Viking Workshop Wow Day (dress up as Viking warriors)</p> <p>WALT: Research how and why the Vikings invaded Britain after the Anglo-Saxons. KQs: Where did the Vikings sail from? Where did they sail to? Why fear the Vikings? (home learning big question following workshop)</p>

Week 2
WALA: Greek Gods/Goddesses and religion
KQs: Who did the Ancient Greeks worship and why?
How does Ancient Greek religion/Gods influence us today?

Week 3

WALT: Compare and contrast Athens and Sparta. What were the similarities and differences between Athens and Sparta? (locate these cities on a map) What about gender equality?

Week 4

WALT: Explore education in Ancient Greece

What similarities are there between Ancient Greek schools and our school?

Black History Month

Week 5

WALA: Black History – What is it and why does it matter?
Artist study of Chris Ofili (see Art and Design Planning)

Week 6

WALA: The origin of the Olympic Games

- Was the battle of Marathon a great victory for the ancient Greeks? What do the sources tell us about the importance of the Olympic games to the ancient Greeks? In what ways are the modern Olympic games like the ancient ones?

HALF TERM

Week 7

WALT: Locate the cities and countries that the summer Olympics have taken place on a world map
KQs: What are lines of latitude and longitude? How do we read coordinates and what are they useful for?

Week 8

WALA: Jesse Owens
Why is Jesse Owens a significant Olympian?
The Olympics and Racism
<https://www.youtube.com/watch?v=quQopJmQry4>

WALA: Hemispheres

Link to Art (make a 3D globe)

KQ: How many hemispheres are there in the world and what are they called?

Week 2

WALT: Understand what caused invasions and the challenges early settlers faced
KQs: Why did the Anglo-Saxons invade Britain? Where did they come from? Why did invaders and settlers go to certain countries? (link to Geog)

When and where was the first invasion? (record on the timeline) Ext: What challenges did these early settlers face?

Week 3

WALT: Investigate Anglo-Saxon place names and locate on a map
KQ: How were the Anglo-Saxon kingdoms organised?

Week 4

WALT: Identify features of a good settlement
KQs: What was it like in an Anglo-Saxon village?
What makes a good settlement? (Make a model Anglo Saxon village – home learning link)

Week 5

Wow Day (Come to school dressed as Anglo-Saxon children)

WALT: Study Anglo-Saxon life in relation to our own
KQs: What was life like as an Anglo-Saxon child?
How did the Anglo-Saxons communicate? Did they write?
Can you write a message using Anglo-Saxon runes?

Week 6

WALA: Anglo Saxon food and drink
KQs: What did the Anglo-Saxons eat and drink? Which foods are available now that weren't available then? (link to Seasonality) look at period in time and gauge prior historical chronological knowledge.

Week 7

WALA: How did the Anglo-Saxons trade?
What did the Anglo-Saxons teach us about trade?

KQs: What is trade? Why is trade important in our global economy?

Week 8

WALA: Trade then and now
KQ: How has trading changed throughout history?

Week 9

WALT: Explore where the products we buy come from
KQs: What produce do the U.K. trade and where does it come from? Which countries do we trade with?

Week 2

WALT: Explore how the Vikings travelled and identify key features of long boats
KQs: How did the Vikings travel? What were Viking long boats used for?
How did the Vikings find their way?
How has travel changed since then?

Week 3

WALA: How was Iceland first discovered?

A Viking called Ingólfur Arnarson discovered Iceland and settled with his wife Hallveig.
Ingólfur was from Norway and sailed to Iceland in the late 800s – about the same time as King Alfred the Great was fighting Danish Vikings in England.
Some years later, around 930, the Vikings living in Iceland set up what is often called the world's first parliament, the Althing.

KQ: Where is Iceland and what are its geographical characteristics?

Week 4

WALT: Research the different roles of men and women
KQs: Did the Vikings believe in equality?
How did the roles of Viking Gods influence the roles men and women played in Viking villages?

Week 5

WALT: Discuss how the Anglo-Saxons and the Vikings struggled for power
KQs: Are the best leaders always the strongest?
Where else did the Vikings invade and settle?

Week 6

WALT: Explore what and where the Vikings traded
KQs: What did the Vikings trade?
Which countries did they trade with and why?

Week 7

WALT: Compare and contrast Iceland then and Iceland now.
KQ: What are the similarities/differences between U.K. and Iceland?
How about Great Britain in Anglo Saxon times and Great Britain now?

Week 8

WALT: Identify sources of geothermal energy in Iceland

Week 9
WALT: Explore temperature and climate
KQs: What is the difference between the Arctic and Antarctic? Why is Athens warmer than London?

Week 10
WALT: Compare seasons, time differences and temperatures in different parts of the world
KQ: Why do we refer to Greenwich meantime as 00:00? (link to Science)

Week 11
WALA: What can we learn from Paralympians that might help us in the future?
What are the Paralympic values?
<https://www.youtube.com/watch?v=-QxApuaYVg0>
Design a new Paralympic mascot for the next Paralympic Games.

Week 12
WALT: Explore Equal Opportunities
KQs: Do you think it is fair that different people are treated differently? What are the major differences in equal opportunities between life in Ancient Greek civilisation and twenty first century life now?

FAB FINISH: Plan a mini-Olympic games including some ancient and modern traditions involving all the children taking part in their house groups (ensure equality of each team!)

Weeks 10 and 11
WALT: Investigate whether the banana/chocolate industry is fair
KQs: Where are bananas grown and how are they exported?
How does chocolate get from bean to bar?
What makes a fair-trading industry?

Week 12
WALA: The Global Economy and Fair Trade KQs: Should people buy Fair Trade products? Does Fair Trade help the global economy?

FAB FINISH: Year 5 Assembly to share learning with the rest of the school followed by a Fairtrade tuckshop.

KQs: Why is Iceland described as 'geothermal land?' What are the main sources of geothermal energy in Iceland?

Week 9
WALT: Identify the flora and fauna found in Iceland
KQs: What flora and fauna inhabit Iceland?
How does the climate effect the flora and fauna in Iceland? (link to Science)
Is the climate changing in Iceland?

Week 10
WALT: Investigate climatic change and identify need for action
KQ: Does climate change cause migrations?
What is climatic change? (explore the work of Greta Thunberg)

Week 11
WALT: Explore causes of migration
What attracts tourists to Iceland?
Would you want to live/visit Iceland?
Big Question: Why do people emigrate and settle? Should people be allowed to move freely?
In groups, ask the children to list all the reasons why someone might move or be displaced.
Explore these as a whole class. Define the word 'migrant' (someone who chooses to move) and 'refugee' (someone who is forced to move).
Children could watch one of the videos where child refugees talk about their experiences and why they were forced to move (PSHE)

Week 12
FAB FINISH: The Holiday Show!
Children role play travel agents working for *Sail Away Travel* and produce a brochure persuading people to visit Iceland including all the info they have learnt about the country this half term (Link to English- persuasive writing/Computing to produce brochures)