



# St Peter's History Medium Term Plan



## Year 5

Autumn 1	Spring 1	Summer 1
<p align="center"><b>Mayan Civilisation</b></p> <p align="center">A non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	<p align="center"><b>British Seafarers</b></p> <p align="center">Sir Frances Drake, Captain James Cook and Horatio Nelson</p>	<p align="center"><b>The Industrial Revolution</b></p> <p align="center">Local history: 1740-1837</p>
<p>Links to prior learning: Y3 - Journey to Ancient Egypt, Y3 - Journey to Ancient Greece, Y4 - Empire Strikes Back! Y4 - Vicious Vikings</p>	<p>Links to prior learning: Y2 - Great Fire of London (happened during this time)</p>	<p>Links to prior learning: Y2 - Sir Robert Peel</p>
<p>Lesson 1 - To identify the historical context of the Ancient Maya.</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 align="center"><b>Class timeline</b></p> <p align="center"><u>Mayan history in red text</u></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>Lesson 1 - To place three British Seafarers into a historical context.</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). Briefly discuss significance of the GFOL which happened during this time.</p> <p align="center"><b>Class timeline</b></p> <p>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>Lesson 1 - To identify the historical context of the Industrial Revolution.</p> <p>Historical context: a brief overview of what <b>daily life</b> 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>Briefly discuss prior learning on Sir Robert Peel and his significance during the IR.</p> <p align="center"><b>Class timeline</b></p> <p align="center">British history from previous topics in black text; <b>events related to this topic in red</b></p> <p>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>Lesson 2 - To identify what daily life was like for the Ancient Maya.</p> <p><b>Daily life:</b> include farming and how their advanced calendar/astronomy helped (see BBC bitesize). Research to include food and housing. (Compare with Ancient Egypt cities and compare to the structure of</p>	<p>Lesson 2 - To identify who Francis Drake was and why he was important.</p> <p><b>Significance</b> of Drake's life: his part in the transatlantic slave trade; attacks on Spanish ships; circumnavigation of the globe; defeat of Spanish Armada; first British man to travel the globe.</p>	<p>Lesson 2 - To identify the causes behind the Industrial Revolution.</p> <p><b>Significance</b> of Bury in the Industrial Revolution.</p> <p><b>Key knowledge: our local area</b></p> <p>Causes of the Industrial Revolution</p>

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<p>Ancient Roman and Greece houses with central courtyards).</p> <p><b>Religion:</b> Gods, animal spirits, temples and sacrifice and pyramids (compare with Vikings, Ancient Egypt and Ancient Greeks).</p> <p>Trade c.900 (compare with Vikings).</p>		
<p><b>Lesson 3 - To identify what an Ancient Maya city would have looked like.</b></p> <p>The organisation of Maya cities c. AD 900. <b>Compare</b> city states with Ancient Greece (Year 3). How advanced the buildings were at the time.</p>	<p><b>Lesson 3 - To identify the impact of Francis Drake's victory over the Spanish Armada.</b></p> <p><b>Invasion:</b> consequences of the defeat of the Spanish Armada on British naval power in the world and the growth of the British Empire; <b>legacy</b> today (e.g. language).</p>	<p><b>Lesson 3 - Trip to Quarry Bank Mill.</b></p> <p>Visit the school house and identify what early Industrial Revolution life was like in the mills before 1837.</p>
<p><b>Lesson 4 - To explore the impact of the Ancient Maya writing and number system.</b></p> <p><b>Writing:</b> 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><b>Lesson 4- To identify who Captain James Cook was and the legacy he left behind.</b></p> <p align="center"><u>Captain James Cook</u></p> <p><b>Significance:</b> Discovery of New South Wales (Australia) and his mapping of Australia &amp; New Zealand</p> <p><b>Consequences:</b> growth of British Empire; British settlement in Australia and <b>legacy</b> today (e.g. language)</p> <p><b>Legacy:</b> Maps created of Australia and New Zealand; British settlement is why they speak English today.</p>	<p><b>Lesson 4 - To identify local inventors and their impact on the Industrial Revolution.</b></p> <p><b>Significance</b> 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;</p> <p><b>Significance</b> of local inventors - John Kay, James Hargreaves, Richard Arkwright.</p>
<p><b>Lesson 5- To identify how the Ancient Maya civilisation came to an end.</b></p> <p><b>Invasion:</b> the effects of invasion on Maya compared with Anglo-Saxon &amp; Viking invasion in Britain. Why it took around 200 years for the Spanish to successfully invade the Mayans</p>	<p><b>Lesson 5 - To identify who Admiral Nelson was and the legacy he left behind.</b></p> <p align="center"><u>Admiral Horatio Nelson</u></p> <p align="center">Historical context: threat of invasion by Napoleon to British Empire &amp; Britain itself</p> <p>Battle of Trafalgar 1805: <b>significance</b> - saved Britain from threat of <b>invasion</b>; <b>consequences</b> - Nelson killed.</p> <p><b>Legacy:</b> Nelson's column in Trafalgar Square.</p> <p><b>Significance:</b> people moving out of Britain to other parts of the world (contrast with invaders/settlers to Britain until 1066).</p>	<p><b>Lesson 5 - To identify textile mills in Bury and their significance during the Industrial Revolution.</b></p> <p>Research location of mills in Bury and what they were used for. Identify how the inventions discussed last lesson improved effectiveness of the mills.</p>

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<p><b>Lesson 6 - To explore the legacy of the Ancient Maya.</b></p> <p><b>Legacy:</b> invented chocolate; writing and maths system restricted by Spanish invasion (they destroyed much of the Mayan culture)</p>	<p><b>Lesson 6 - To make comparisons between Drake, Cook and Nelson.</b></p> <p>All sailed pre-Industrial Revolution wind-powered ships. Nelson was involved in sea battles (as part of the British Navy); Captain Cook was an explorer; Francis Drake fought sea battles and was an explorer (first British man to travel the globe. He defended Britain during the Spanish Armada (briefly discuss the Spanish ending the Ancient Maya Civilization).</p> <p>Napoleon wanted to invade Britain but was defeated by Nelson in the Battle of Trafalgar. Captain Cook and Francis Drake both expanded the British Empire.</p>	<p><b>Lesson 6 - To explore the effects of the Industrial Revolution and how it has had an impact on life today.</b></p> <p>Recap prior learning on the slave trade from British Seafarers topic.</p> <p>Consequences of the cotton industry in Lancashire: the huge growth of the Transatlantic slave trade &amp; impact on the African slaves working (cotton picking) in the Caribbean and America; the Factory system and conditions, e.g. child labour, schooling; wealth of factory owners.</p> <p>Discuss the significance of Sir Robert Peel and his impact on improving working conditions during the IR.</p>
<p align="center"><b>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet, visitors</b></p>		
<p align="center"><u><b>Vocabulary</b></u></p> <p align="center">Civilisation; trade; invasion; century, AD</p>	<p align="center"><u><b>Vocabulary</b></u></p> <p align="center">Empire; Conflict; settlement; invasion; transatlantic slave trade; circumnavigation; century; AD</p>	<p align="center"><u><b>Vocabulary</b></u></p> <p align="center">Industrial Revolution; textiles; factory; empire; transatlantic slave trade; century; AD</p>