

## Humanities Curriculum Map - Year 5

Year 5	ANCIENT GREECE	TRADE AND ECONOMICS	ANGLO SAXO AND VIKINGS	SOMEWHERE TO SETTLE	VICTORIAN ERA	MARVELLOUS MAPS
	<b>History</b> <b>Ancient Greece</b> KQ1 Part 1 – How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago KQ1 Part 2 – Theseus and the Minotaur Is there any evidence for the legend KQ2 Part 1 – What can we work out about everyday life in Ancient Athens KQ2 Part 2 – Ancient Greek vases the answer lies on the pot KQ3 Part 1 – Why was Athens able to be so strong in the 5th and 6th century BC KQ3 Part 2 – The Battle of Marathon. A history mystery KQ3 Part 3 – comparing six contrasting interpretations of the original Marathon run KQ3 Part 4 – Consequences of the battle of Marathon	<b>Geography</b> <b>Trade and economics</b> Lesson 1 - What Do We Trade Lesson 2 - Who Do We Trade With Lesson 3 - Trading with El Salvador Lesson 4 - Fair Trade Lesson 5 - The Global Economy Lesson 6 - How Has Trading Changed	<b>History</b> <b>Anglo-Saxons Vikings</b>  <b>Anglo-Saxon:</b> KQ1a – Why did the Saxons invade Push or pull KQ1b – Where did the early Anglo-Saxons live and how do we know Bells and whistles KQ2 – The mystery of the empty Saxon grave KQ3 – Coming of Christianity KQ4 – Anglo-Saxons struggle against the Vikings KQ5 – Alfred the Great. How great was he KQ6 – How effective was Anglo-Saxon justice KQ7 – Were Saxon times really 'Dark' Ages  <b>Vikings:</b> KQ1 – What image do we have of the Vikings KQ2 – Reasons for Vikings' bad reputation KQ3 – Anglo-Saxons struggle against the Vikings	<b>Geography</b> <b>Somewhere to settle</b> Lesson 1 - What Did Early Settlers Need Lesson 2 - Where Would You Settle - Lesson Pack Lesson 3 - Whats In a Name Lesson 4 - How Is Land Used in Settlements Lesson 5 - How Are Settlements Linked Lesson 6 - An Ideal Place to Settle	<b>History</b> <b>Victorian Britain</b> KQ1 - What were the main changes that took place during this time and who were the most important people responsible? KQ2 - What were the effects of changes in industry, especially factories? KQ3 - How did town life compare to life in the countryside a this time? If life was so hard for families in the towns why did so many leave the countryside and move to the towns in Victorian times – a history mystery KQ3a - What the Dickens was life like in the Victorian cities KQ4 - What were the main changes in transport and what effects did they have on the lives of rich and poor? KQ5 - How was going to school different for rich and poor?	<b>Geography</b> <b>Marvellous maps</b> Lesson 1 - Using Atlases Lesson 2 - Symbols Lesson 3 - Compass Points Lesson 4 - Grid References Lesson 5 - Planning a Route Lesson 6 - Charting the Changes

	<p>Bells and whistles – Smart task</p> <p>KQ4 Part 1 – role play on building the Parthenon</p> <p>KQ4 Part 2 – Making Greek democracy come to life</p> <p>KQ4 Part 3 – Would You have preferred to live in Athens or Sparta Comparing life in Athens and Sparta a short smart task</p> <p>KQ5 Part 1 – What can we tell about the Ancient Greeks from a study of their Olympics</p> <p>KQ5 Part 2 – What can we tell about the Ancient Greeks from their interest in the theatre</p> <p>KQ6 Part 1 – Under the Cloth sorting the muddled collection. Is it all Greek to you</p> <p>KQ6 Part 2 – Short KS2 task on the Ancient Greek legacy language</p>		<p>KQ4 – How have recent excavations changed our view of the Vikings</p> <p>KQ5 – What can we learn about Viking settlement from a study of place-name endings</p> <p>KQ6 – Raiders or settlers how should we remember the Vikings</p>		<p>KQ6 - Were the Victorian times a Dark Age or a Golden Age?</p>	
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