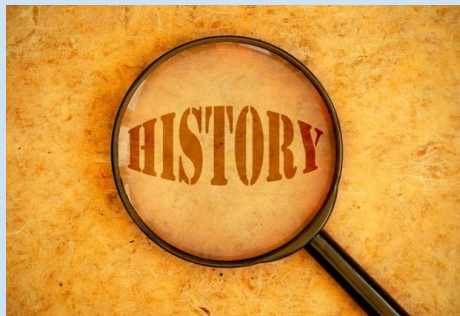




Year 5

YEAR 5 – Ancient Greece

What did the Ancient Greeks achieve, and why do some of their ideas still matter?

Prior learning retrieved

Ancient Egypt and Roman Empire; civilisation, empire and belief.

Disciplinary focus

• chronology • similarity & difference • sources & evidence • significance • interpretations

Key vocabulary

city-state, democracy, citizen, Athens, Sparta, Olympics, civilisation, empire, legacy

Careers link

Classical archaeologist • museum curator • political historian • sports historian • heritage educator.
Gatsby BM4: connect classical studies to museums, politics, sport and education.

SMSC / climate & sustainability

SMSC: democracy, citizenship, participation and differing social systems. Sustainability: no forced link; environment may be considered only where it helps explain settlement/trade.

Why this? Why now?

This returns to ancient world history after pupils have studied Egypt and Rome, enabling meaningful comparisons between civilisations and empires. Pupils apply more secure chronology and source analysis to city-states, democracy and legacy. The unit broadens understanding of power and citizenship before later thematic work on law, authority and crime and punishment.

YEAR 5 — Ancient Greece: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Ancient Greece consisted of independent city-states with shared language and cultural features rather than one unified country.
- Athens and Sparta had contrasting political systems, social organisation and priorities.
- Athenian democracy involved direct participation by male citizens but excluded women, enslaved people and foreigners.
- Greek religion, art, architecture, theatre, philosophy and the Olympic Games had long-lasting influence.
- Evidence includes archaeology, buildings, pottery, inscriptions and later written accounts, each with limitations.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: locate Greek periods in relation to Egypt and Rome and recognise overlap.
- Similarity & difference: compare Athens and Sparta using social, political and cultural criteria.
- Sources & evidence: interrogate different source types and avoid treating them as complete pictures of Greek life.
- Significance: evaluate why democracy, the Olympics or other achievements have had lasting influence.
- Interpretations: recognise that later societies have selected and reshaped ideas about Ancient Greece.

YEAR 5 — Ancient Greece: Lesson Sequence

1 Who were the Ancient Greeks and where do they fit chronologically compared with Ancient Egypt?

2 How do empires grow, and how does Ancient Greece compare with the Roman Empire?

3 How were Athens and Sparta different?

4 What can historical sources tell us when we compare Greek city-states?

5 How did the Greeks affect the development of the Olympic Games?

6 How did Athenian democracy work and how has it influenced later political ideas?

YEAR 5 – Anglo-Saxon & Viking Struggle

How did Viking arrival change Britain, and how did England emerge by 1066?

Prior learning retrieved

Y4 Anglo-Saxon settlement, kingdoms and conversion.

Disciplinary focus

• chronology • cause & consequence • change & continuity • significance • interpretations

Key vocabulary

Viking, raid, invasion, settlement, Danelaw, kingdom, Alfred, unification, 1066

Careers link

Archaeologist • medieval historian • museum curator • historical researcher • heritage guide. Gatsby BM4/BM6: connect local/national heritage sites and museums.

SMSC / climate & sustainability

SMSC: conflict, leadership, law, identity and coexistence. Sustainability: settlement, farming and resource use may be considered historically where relevant.

Why this? Why now?

This directly retrieves Year 4 Anglo-Saxon knowledge and extends the narrative from settlement to Viking raids, settlement, conflict, leadership and the emergence of a unified England. Pupils can therefore explain change across a connected period rather than treating Vikings as a separate topic. It prepares them for Year 6 thematic chronology and more complex causal judgements.

YEAR 5 — Anglo-Saxon & Viking Struggle: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Viking raids on Britain began in the late 8th century and were followed by larger invasions and settlement.
- Viking settlement contributed to the Danelaw and changed political control, trade, language and communities.
- Alfred of Wessex resisted Viking armies, made agreements and introduced reforms that strengthened his kingdom.
- The kingdoms of England became increasingly unified during the 10th century.
- The struggle continued to 1066, when competing claims and invasions ended the Anglo-Saxon period.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: build a connected narrative from raids through settlement and political unification to 1066.
- Cause & consequence: explain why raids became settlement and how conflict affected kingdoms.
- Change & continuity: trace political and social change while recognising coexistence and continuity.
- Significance: assess Alfred and key turning points using impact and longer-term consequences.
- Interpretations: compare portrayals of Vikings and test stereotypes against contextual evidence.

YEAR 5 — Anglo-Saxon & Viking Struggle: Lesson Sequence

1 What was Britain like before the first Viking invasions?

2 What happened during the Viking invasions of Britain?

3 How did Viking settlement affect the Anglo-Saxons?

4 What was life like for Vikings living in Britain?

5 Why was King Alfred called 'the Great'?

6 How and when did England become a unified country?

7 How did the Anglo-Saxon and Viking era end in Britain?

YEAR 5 – Mining – Local Study

How did coal mining shape Sunderland and the lives of its communities?

Prior learning retrieved

Earlier local history; transport/industrial change; chronological comparison.

Disciplinary focus

• chronology • change & continuity • cause & consequence • sources & evidence • significance

Key vocabulary

colliery, industry, miner, lamp, Victorian, closure, community, heritage, legacy

Careers link

Local historian • archivist • mining/industrial heritage curator • conservation officer • heritage tourism.
Gatsby BM4/BM5/BM6: local employers, museums, archives and heritage sites.

SMSC / climate & sustainability

SMSC: community, work, identity, solidarity and economic change. Climate/sustainability: strong link—coal, industrialisation, landscape change, closure, regeneration and the transition to lower-carbon energy, taught through historical change rather than present-day advocacy.

Why this? Why now?

Placed in Year 5, this local study allows pupils to apply increasingly mature source, chronology and causation skills to a history that shaped Sunderland and surrounding communities. It connects industry, work, technology and community change and gives meaningful context for environmental legacy. It prepares pupils for the broader Year 6 Herrington and Sunderland study.

YEAR 5 — Mining – Local Study: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Coal mining developed over centuries and became central to the industrial economy and communities of the North East.
- Victorian mining was dangerous work involving men, women and children at different times and in different roles.
- Safety technology, including miners' lamps, developed in response to hazards underground.
- Collieries shaped Sunderland's employment, settlement, transport, identity and community life.
- Late-20th-century closures brought major economic, social and landscape change; mining remains part of local heritage.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: trace local mining development, industrial growth and closure over time.
- Change & continuity: explain changes in work, technology, community and landscape.
- Cause & consequence: explain why mining expanded and why collieries later closed, recognising multiple factors.
- Sources & evidence: use maps, photographs, census/records, oral history and objects for specific enquiries.
- Significance: evaluate mining's economic, social, cultural and environmental legacy for Sunderland.

YEAR 5 — Mining — Local Study: Lesson Sequence

1 When did coal mining begin in Britain, when was coal first used and why?

2 What was mining like in the Victorian era?

3 How did miners' lamps develop and what is the link with the Stadium of Light?

4 Where were Sunderland's collieries and why did they close?

5 What was a day in the life of a North East miner like?

6 What can the history of mining teach us about changes to life today and in the future?