

Year 5 Humanities Plan 2017-2018

Term	Humanities	NC Links
<p style="text-align: center;">Autumn Term 1</p>	<p style="text-align: center;">Geography: Marvellous maps</p>	<ol style="list-style-type: none"> 1. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates. 2. To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. 3. To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map. 4. To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map. 5. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey. 6. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these

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		aspects have changed over time by comparing maps and photographs of places.
Autumn Term 2	History: Benin	<ol style="list-style-type: none"> 1. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about some key events in African history and how the kingdom of Benin formed. 2. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin. 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180). 5. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts. 6. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning how and why the kingdom of Benin came to an end.

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Spring Term 1	History: Stone age and Iron age	<ol style="list-style-type: none">1. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.2. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.3. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.5. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.6. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.
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<p>Spring Term 2</p>	<p>Geography: Exploring Eastern Europe</p>	<ol style="list-style-type: none">1. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in Europe.2. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes.3. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing climates.4. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing towns.5. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of planning a trip to eastern Europe.6. To describe and understand key aspects of 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 in the context of nuclear power generation at Chernobyl.
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<p>Summer Term 1</p>	<p>History: Mayans</p>	<ol style="list-style-type: none">1. Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.2. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.3. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.5. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.6. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.
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<p>Summer Term 2</p>	<p>Geography: Enough for everyone</p>	<ol style="list-style-type: none">1. To describe and understand key aspects of 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 in the context of what settlers need.2. To describe and understand key aspects of 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 in the context of electricity generation and distribution.3. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations.4. To describe and understand key aspects of 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 in the context of renewable and non-renewable energy sources. To describe and understand key aspects of 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 in the context of food miles. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles.
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