





Corporation Road Community Primary School

History LTP

History: Year 5	
Vision: At Corporation Road Community Primary School, we want our pupils to have an understanding of the past and how history will shape their future. Underpinning everything that we do are our four themes: Community, Citizenship, Gender & Equality and Legacy & Impact. We stimulate the children's interest and understanding about the life of people who lived in the past, the key events that took place and how this has contributed to our lives today. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Therefore, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today by investigating past events. In doing so, we deepen our pupils' enquiry, analysis, interpretation, communication and problem-solving skills.	
Domains	Key Concepts
Knowledge and understanding of events, people and changes in the past	Similarities and Differences, Significant Individuals, Local History, Continuity and Change and Cause and Consequence
Chronological understanding	Chronology
Organisation and Communication	Vocabulary and Recording
Historical Enquiry	Historical Questions and Historical Enquiry
Autumn	Summer
Theme: Legacy & Impact	Theme: Gender & Equality
Domains:	Domains:
<ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry 	<ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry
Key Concepts:	Key Concepts:
<ul style="list-style-type: none"> - Significant Individuals - Chronology - Vocabulary and Recording - Historical Enquiry - Historical Questions and Historical Enquiry 	<ul style="list-style-type: none"> - Similarities and Differences, Significant Individuals, Local History, Continuity and Change and Cause and Consequence - Chronology - Vocabulary and Recording - Historical Questions and Historical Enquiry
End Point: Legacy & Impact Our children will understand how the past has influenced the present day. This includes how key events, discoveries, movements and significant individuals have shaped our lives and the society that we live in. Our children will gain an appreciation for chronology and understand how key events, discoveries, movements and the lives of significant individuals are sequenced through time. Our children will be able to make connections, compare and contrast periods of history in order to determine how human life has evolved.	End Point: Gender & Equality Our children will understand how gender and equality has changed over time, both within the United Kingdom and the wider world. They will understand how these changes have arisen from studying significant individuals, events and movements. Furthermore, they will be able to acknowledge different points of view and understand why these are important in understanding and interpreting history.
Early Islam Bagdad, The House of Wisdom and Ibn Battuta	Victorians

	
<ul style="list-style-type: none">- Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur.- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.- Describe how a significant individual or movement has influenced the UK or wider world.- Independently place historical events or change on a timeline, remembering key facts from a period of history studied.- Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).- Follow independent lines of enquiry and make informed responses based on this.	<ul style="list-style-type: none">- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.- Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).- Independently place historical events or change on a timeline, remembering key facts from a period of history studied.- Follow independent lines of enquiry and make informed responses based on this.- Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).- Make connections between two periods of history, to begin to develop historical perspective.- Describe how a significant individual or movement has influenced the UK or wider world.- Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.- Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village.- Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur.
<p><i>Resources</i></p> <p>History Association https://www.history.org.uk/primary/resource</p> <p>Key Theme - Impact and Legacy</p> <p>How other civilisations and cultures contributed to ideas that impact on us still, some of which are still used in modern day Britain and Darlington.</p> <p>Know some personalities who undertook challenges on a huge scale to leave behind lasting legacies</p> <p>Early Islamic Civilisation including Bagdad</p> <ul style="list-style-type: none">• How Bagdad was different to London around 9000 AD• Learn about The House of Wisdom• Know who Ibn-Battuta was and how his Rihla (He was to put the stories into the proper form of a travel book, called a "rihla." Rihla means "voyage" in Arabic and it was a genre (type) of Arab literature that combined a description of travel (travelogue) with commentary on the people and practices of Islam throughout the Muslim world) helped us <p>How Bagdad was different to London around 9000 AD</p> <ul style="list-style-type: none">• Place Bagdad in a spatial and temporal framework• Learn about everyday life in Bagdad• Make some comparisons between London and Bagdad• Bagdad was a centre of learning over 750 years ago <p>Learn about The House of Wisdom</p> <ul style="list-style-type: none">• How varied learning was at the House of Wisdom• Who used The House of Wisdom• What happened to The House of Wisdom <p>Know who Ibn-Battuta was and how his Rihia helped us</p> <ul style="list-style-type: none">• Who was Ibn Battuta and where do he travel• The five Pillars of Islam and Haj	