



KEY LEARNING IN HISTORY @ Over Hall Community School updated September 2023

Year 5 History Key Learning			
	Learning Lens 1	Learning Lens 2	Learning Lens 3
Focus Enquiry	Local History: Life in Winsford “What aspects of the past can we see in Winsford today?”	Victorians “What were working conditions like for children in Victorian mines?”	Maya Civilisation “Who do these Maya artefacts belong to?”
Text Linked to Read to Write	FARThER by Grahame Baker-Smith	The Hound of the Baskervilles by Arthur Conan Doyle	The Lost Book of Adventures by Teddy Keen
National Curriculum Statement	A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 The changing power of monarchs Changes in an aspect of social history	A non-European society that provides contrasts with British history
Previous Knowledge	That Winsford was a hub for the salt mining industry. That the River Weaver was key for transporting salt and other goods. That the Salt mine workers relied on the river for transport.	That the Victorians were known for being great inventors. That, during the Victorian times, holidays to the beach increased due to advances in transport such as the railway. That the local town of Winsford saw an increase in trade and industry during the Victorian era.	That other countries were going through a variety of historical periods. That not all countries went through the same changes as Britain at the same time. Children may also know about the urban legend of the Mayan Calendar, famous for claiming the world would end in 2012.
Key Dates	1844-Winsford Salt Mine opened	1837-Victorian Era begins (please note, children may express that 1838 is the year Queen Victoria was crowned) 1901-Victorian era ends	2000BC-Mayan civilization began 1500AD-Ancient Mayan civilization ends
Key Learning	That Winsford has changed significantly over time. The conditions of people working within the mines	Understand when the Victorian period was and how it fits in with world history. Understand the scale of the British Empire	The Upper and Underworld were believed to exist by the Maya people and that they lived on the Middleworld. The entrances to the Upper and Underworld were guarded by gods of death who looked like jaguars.



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	<p>How to make links between the features of our town from the past and the present in terms of housing and society.</p> <p>They will gain an understanding for how the Salt Mines were developed during the Victorian era.</p> <p>The way land in Winsford has been changed due to different needs of the townspeople throughout history.</p> <p>That unions helped to make working conditions fairer.</p>	<p>How to analyse children’s experiences, contrasting rich and poor.</p> <p>Understand how the Education Acts changed the way in which education was delivered and became available to all.</p> <p>Understand inventions that were made during this period and reflect on those that we still use today.</p> <p>Understand what and how children were taught in schools.</p>	<p>That the Maya believed in and worshipped a number of different gods.</p> <p>They believed that the gods had a good side and a bad side.</p> <p>Priests were very important in Maya society as it was believed that they could communicate directly with gods.</p> <p>To be able to explain some of the achievements of the Ancient Maya such as drainage canals and irrigation channels.</p>
<p>Key Vocabulary</p>	<p>Salt Mines- A mine yielding rock salt Occupation-A job or profession Union-A society or association formed by people with a common interest or purpose Industry-Economic activity concerned with the processing of raw materials and manufacture of goods in factories Prospectors--A person who searches for mineral deposits, especially by drilling and excavation</p>	<p>Discoveries-Acts of finding out or learning of, for the first time. Education-A process of gaining knowledge and understanding through learning. Empire-A group of countries controlled by one country Industrial Revolution-A period where machines began to be used in more factories and more goods were produced as a result. Industry-The work and processes involved in manufacturing things in factories. Invention-The act of making something new that hasn’t been done before. Monarchy-A system in which a king or queen reigns in a country. Poverty-The state of being very poor Punishment-Something unpleasant is done to someone because they have done something wrong. Queen-Female monarch or woman married to a king Reign-When a king or queen reigns he/she rules a country Rich-Someone who’s rich has lots of money or possessions</p>	<p>Civilisation-An organized society with its own culture and way of life, existing in a particular area over a particular period of time. Drought-A long period with very little rain. Ritual-A ceremony, often religious, with set actions performed in a set order. Jaguar-A big cat, heavier than a leopard, with yellowish fur and black spots Scribes-People paid to write things down, either as an official record or for someone else unable to write. Codices-Ancient handwritten texts. Maya codices could be unfolded like a concertina. One text is called a codex. Maize-Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas. Cacao beans-Cacao trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.</p>



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		<p>Slum-Poor run down area of a city</p> <p>Sovereign-One possessing supreme political power</p> <p>Trade-The activity of buying, selling or exchanging goods or services</p> <p>Victorian Era-The period between 1836 and 1901 when Victoria was the Queen.</p> <p>Workhouse- A building for which very poor people were sent and made to work in return for food and shelter.</p>	
<p>Past Golden Thread Links</p>	<p><u>Change</u></p> <p>Previously Studied Discussions surrounding the salt mines and transport can be linked to: Year 2-Local History- <i>How has the river in Winsford changed and how did this affect the Salt Mines?</i></p> <p><u>Society and Culture</u> Year 3-Local History-<i>How has land use changed in our area and how has transportation changed over time?</i></p> <p><u>Significance</u> Discussions surrounding the important roles people, particularly the salt mine workers, played in the area: Year 2-Local History- <i>What role did the people who worked in Winsford’s Salt mine play in society?</i></p> <p><u>Achievements and Legacy</u></p>	<p><u>Change</u></p> <p>Previously Studied Discussions surrounding changes in lifestyle: Year 1-Local History-<i>How have holidays changed over time?</i> Year 2-Great Fire of London-<i>How are houses different now from in the past?</i></p> <p><u>Society and Culture</u> Discussions in societal changes : Year 5-Local History-<i>How has life changed for the people of Winsford?</i> Year 5-Maya Civilisation-<i>How is your life different to a Mayan?</i></p> <p><u>Government and Power</u> Year 4-Ancient Greeks-<i>What is democracy and how did it influence government today?</i></p> <p><u>Achievements and Legacy</u> EYFS-Paddington-<i>How has Paddington bear become a British icon and closely associated with the Royal Family?</i> Year 3-Stone Age- Iron Age-<i>What tools did people from the Stone, Bronze and Iron Age</i></p>	<p><u>Change</u></p> <p>Previously Studied Discussions surrounding comparing how life has changed throughout the years: Year 3- Stone Age-Iron Age- <i>How does the Palaeolithic, Mesolithic and Neolithic way of life differ to ours?</i></p> <p>Year 5 Victorians-<i>How has life changed for children since the Victorian times?</i></p> <p>Year 4 Ancient Greeks-<i>How did the Ancient Greeks influence modern society?</i></p> <p><u>Government and Power</u> Year 3-Ancient Egyptians-<i>Who was Tutankhamen and how can artefacts help us to discover more about his life?</i></p> <p>Year 4-Roman Britain-<i>Who were some of the key leaders in Ancient Rome and how can artefacts help discover more about their lives?</i></p> <p>Year 4-Ancient Greeks-<i>What is democracy and how did it influence government today?</i></p>



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	<p>Year 3-Local History-Why was the Weaver Navigation link such an achievement that is still seen as significant today?</p>	<p><i>create and discover that are still significant today?</i></p> <p>Year 3- Ancient Egyptians-What significant inventions did the Ancient Egyptians discover that supports the modern world today?</p> <p>Year 4-Local History-What significant inventions did the Romans create that have impacted us today?</p> <p>Year 4-Ancient Greeks-What Greek inventions and ideas do we still use today?</p>	<p><u>Achievements and Legacy</u></p> <p>Year 3-Stone Age- Iron Age-What tools did people from the Stone, Bronze and Iron Age create and discover that are still significant today?</p> <p>Year 3- Ancient Egyptians-What significant inventions did the Ancient Egyptians discover that supports the modern world today?</p> <p>Year 4-Ancient Greeks-What Greek inventions and ideas do we still use today?</p>
Future Golden Thread Links		<p><u>Achievements and Legacy</u></p> <p>Year 6-Significant Individual Charles Darwin-What was life like for Charles Darwin?</p>	
Historical Skills	<ul style="list-style-type: none"> -Children will be able to place current studies on a timeline against previous studies. - Children will make comparisons between different time periods and be able to identify periods of rapid change and periods of relatively little change and the importance of this; influence, impact, legacy. - Children will be able to examine causes and effects of great events and the impact these had on people; perspective - Children will compare accounts of events from different sources and offer reasons for different versions of events. - Children will begin to identify primary and secondary sources use evidence to build up a picture of life in a time studied. - Children will select relevant sections of information and have confident use of library, e-learning, research etc. 		
Useful Resources	<p>A Brief History – Winsford Town Council</p> <p>The History of Winsford Winsford 1-5</p> <p>Winsford - Local History</p> <p>Old Maps of Winsford, Cheshire - Francis Frith</p>	<p>Teaching Victorian Britain at KS2 - Lessons and Resources - Year 5 & 6 Keystage History</p> <p>History KS2: The Victorians - BBC Teach</p> <p>KS2History: Victorians</p>	<p>Maya Facts for KS2 Children and Teachers from PlanBee</p> <p>History KS2: Introducing the Maya civilisation - BBC Teach</p> <p>KS2History: Maya Civilisation</p>
Useful Texts	<p>Winsford Through Time by Paul Hurley</p> <p>Winsford Images by Brian Curzon</p>	<p>Street Child</p> <p>A Christmas Carol</p> <p>How they Made Things Work in the Age of Industry</p> <p>Eyewitness Victorian</p> <p>Gaslight by Eloise Williams</p>	<p>The Great Kapok Tree by Lynne Cherry</p> <p>The Chocolate Tree: A Mayan Folktale</p> <p>Rain Player by David Wiseniews</p> <p>The Hero Twins: Against Lords of Death</p> <p>The History Detective Investigates The Mayan Civilisation</p>



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		Cogheart by Peter Bunzl	
Common Misconceptions			