



Silver Birch Class/Year Group 5/6

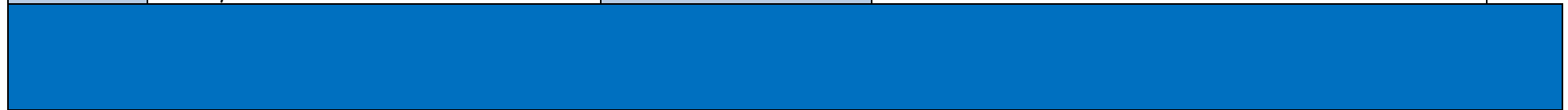
Topic Amazing Authors

Term Spring 2

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.			Tudors, Stuarts, Georgians, Victorians, James I, Charles I, dissolves, The Great Plague, The Fire of London, The Battle of Sole Bay, revolution, monarch, American War of Independence, Industrial revolution, Edward Jenner, vaccination, Education Act, Queen Victoria
Intent	As historians we will have the opportunity - <ul style="list-style-type: none"> ○ To develop a chronological knowledge and understanding of British, local and world history ○ The opportunity to use historical vocabulary and terminology ○ Have used a range of sources to form conclusions 		Cross Curricular Links and wider influences	<p>English Opportunities -</p> <ul style="list-style-type: none"> ○ Recounting main events ○ Writing about a famous author ○ Whole Class fiction text - Young Nanny <p>Geographical Links -</p> <ul style="list-style-type: none"> ○ Comparing life of the time in other parts of the world <p>PSHE -</p> <ul style="list-style-type: none"> ○ The differences that exist within different sectors of society



Curriculum Driver Links	We will discover the aspirations of key individuals in these historical eras. We will investigate what actually our community looked like during this period of history.	Links to prior learning	Our previous topic on the Tudor's will initially feed into this unit where an opportunity will be given to revisit key Tudor dates and facts. The chronological understanding of the time and the reigning monarchs will aid and deepen children's understanding of an overview of key events in British and world history.
Concept Thread	Build an Overview of World History Children will develop an appreciation of the characteristic features of the past and an understanding that life was and is different for different sections of society.	Links to future learning	Children will build an overview of world history from the Victorians to present day which will last as a bank for future learning opportunities.




Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
<p>Assessing prior knowledge</p> <p>Overview of the period post Tudors to Victorians</p> <p>First British colony in North America</p>	<p>Revisiting chronological order of main events of Tudor period</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade 	<p>Elicitation Task - What can be remembered about the chronological era of the Tudor period and what is known about the Stuarts, Georgians and Victorians?</p> <p>Share timeline/overview of main events post the Tudors.</p> <p>Children present information in a timeline - using literacy, numeracy skills to present information.</p> <p>https://www.ducksters.com/history/colonial_america/jamestown_settlement.php</p>

		<ul style="list-style-type: none"> • legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past • Use original ways to present information and ideas 	
Oliver Cromwell	Chronological awareness/overview of main events of post Tudors to Victorian	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy 	PPT detailing main facts about career of Cromwell. Design a pamphlet detailing information.



		<ul style="list-style-type: none">• Use original ways to present information and ideas	
The Battle of Sole Bay 1672	Chronological awareness/overview of main events of post Tudors to Victorian	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy• Use original ways to present information and ideas	https://www.southwoldmuseum.org/war_battleofsolebay.htm

<p>Georgian Britain 1714 -1837</p> <p>Edward Jenner Charles Dickens - born during this era</p>	<p>Chronological awareness/overview of main events of post Tudors to Victorian Primary/secondary sources</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past 	<p>Georgian PPT</p> <p>Discuss Edward Jenner - communicate information about Jenner in a fact file. Discuss the significance of this primary source =</p> 
<p>Victorian Britain</p>	<p>Chronological awareness/overview of main events of post Tudors to Victorian</p>	<ul style="list-style-type: none"> • Use original ways to present information and ideas 	<p>Use media and sources to complete own research project about the Victorian era. Present the information in a style of their own choice.</p>