

LENT TERM

History – Year 5 - Medium Term Planning – Local History: Life in St Mary’s Primary School

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p>CHRONOLOGICAL UNDERSTANDING HISTORICAL ENQUIRY</p> <p>LEARNING INTENTION: To know that a school log book is a record of events in St. Mary’s.</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand and discuss the concept of continuity/ change over time (with support of a timeline). Appreciate how historical artefacts have helped us understand more about British lives <p>Aim: Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY</p> <p>LEARNING INTENTION: To know that religious instruction was the centre of an education at St. Mary’s.</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Make informed choices and analyse more than one source of evidence in order to justify claims about the past in a written response. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY</p> <p>LEARNING INTENTION: To know that children played traditional games at playtimes at St. Mary’s.</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Devise historically valid questions about historical periods <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p>Key Vocabulary: log book, primary source, secondary source, extract, social history, recount, eyewitness, evidence, historical enquiry, hypothesis, deduction, conclusion.</p>	<p>Key Vocabulary religion, scripture, inspection, feast, holy, obligation, inspector, enquiry, deduction</p>	<p>Key Vocabulary: playground, traditional, community, Maypole, games, social history</p>
<p>Recap & retrieval</p>	<p>Recap & retrieval</p> <ul style="list-style-type: none"> The school log book recorded key school, local and national events. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> The school log book recorded key school, local and national events.

		<ul style="list-style-type: none"> School was closed for Feast days, Holy Days of Obligation and special religious events.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> A school log book is a primary source. A primary source is an original document or object. The school log book recorded key school, local and national events. <p>Teacher:</p> <ul style="list-style-type: none"> A primary source lends itself to historical questioning and enquiry. Deductions and conclusions can be made by following a line of enquiry from extracts. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> School was closed for Feast days, Holy Days of Obligation and special religious events. <p>Teacher:</p> <ul style="list-style-type: none"> Every child and class in a Church school were tested every year on their religious knowledge and understanding by a Diocese inspector. RE inspection reports were conducted annually and each class was reported. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Children played different games at playtime. Sports were played on the school playground. <p>Teacher:</p> <ul style="list-style-type: none"> Country dancing and Maypole dancing took place in school and were then performed at the fair.

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LESSON 4	LESSON 5	LESSON 6
<p>KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY</p> <p>LEARNING INTENTION: To know that different groups of children learned different lessons at St. Mary’s.</p> <p>Skills:</p> <ul style="list-style-type: none"> Describe, with some detail, any historical events they are studying/have studied and link to evidence. Make informed choices and analyse more than one source of evidence in order to justify claims about the past in a written response <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives.</p>	<p>KNOWLEDGE AND INTERPRETATION – LEGACY HISTORICAL ENQUIRY</p> <p>LEARNING INTENTION: To know that the log book recorded unique key events in the life of the school.</p> <p>Skills:</p> <ul style="list-style-type: none"> Make links between significant events in history and discuss the influence they have had on our lives today. Appreciate how historical artefacts have helped us understand more about British lives. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives.</p>	<p>KNOWLEDGE & INTERPRETATION EXHIBITION WEEK</p> <p>LEARNING INTENTION: To know that I can demonstrate my historical enquiry skills by presenting an exhibition.</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p>Key Vocabulary: assessment, testing, intelligence, education, separate, scholarship</p>	<p>Key Vocabulary: corporal punishment, sanctions, accident, events, unique, social history, impact</p>	<p>Key Vocabulary:</p>
<p>Recap & retrieval</p> <ul style="list-style-type: none"> The school log book recorded key school, local and national events. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> The school log book recorded key school, local and national events. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> The school log book recorded key school, local and national events.

<ul style="list-style-type: none"> • School was closed for Feast days, Holy Days of Obligation and special religious events. • Children played different games at playtime. 	<ul style="list-style-type: none"> • School was closed for Feast days, Holy Days of Obligation and special religious events. • Children played different games at playtime. • Children undertook different exams such as the Intelligence Test. 	<ul style="list-style-type: none"> • School was closed for Feast days, Holy Days of Obligation and special religious events. • Children played different games at playtime. • Children undertook different exams such as the Intelligence Test. • Some events which are recorded in the log book are unique events to St Mary's.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Swimming lessons took place. • Girls had cookery classes. • Children undertook different exams such as the Intelligence Test. <p>Teacher:</p> <ul style="list-style-type: none"> • Religious instruction lessons took place and were tested in school and also by the Diocese Inspector. • These tests were revised for. • The children could gain scholarships for other schools. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Some events which are recorded in the log book are unique events to St Mary's. • These events had an impact on the whole school. <p>Teacher:</p> <ul style="list-style-type: none"> • Building events and changes were recorded. • Accidents were recorded in the log book. • There was a separate punishment book where punishments were recorded. 	<p>Key Knowledge:</p>
<p>Assessment Cumulative quiz. Retrieval practice.</p>		