



Year 5: History



Block 1 – Baghdad circa 900CE

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this unit, our Year 5 historians explore Baghdad’s strategic location near the River Tigris, understanding why Caliph Al-Mansur chose it as a crossing point for traders. They will recognize the river’s importance and end the unit with a vivid image of the River Tigris running black from the ink of books seized by the Mongols from the House of Wisdom.</p> <p>Throughout the unit, our children build on concepts of power, religion, civilization, and conflict, witnessing the rise and fall of people and the end of a golden age in Baghdad’s history. They also deepen their understanding of scholarship and wisdom by studying Baghdad’s focus on academic pursuits around 900 CE</p>	<ul style="list-style-type: none"> • The Islamic Empire spread rapidly after Mohammad’s death. • Baghdad is a city that was built a long time ago near the river Tigris by Caliph Al Mansur who was the leader of the Abbasid Caliphate. • Many people came to Baghdad to trade and to study. • Many important books were translated into Arabic by scholars in Baghdad. • In 1258 CE, Baghdad was invaded and much of the city was destroyed. 	<p>Geography: Understanding the strategic location of Baghdad near the River Tigris, which made it a crucial crossing point for traders and contributed to its prosperity.</p> <p>History: Learning about the rise of Baghdad under Caliph Al-Mansur and its development into a major centre of learning and culture during the Islamic Golden Age.</p> <p>Economics: Exploring the economic activities that flourished in Baghdad.</p> <p>Science and Technology: Investigating the advancements in science, mathematics, medicine, and technology that were made in Baghdad.</p> <p>Religion: Understanding the role of Islam in shaping the cultural and intellectual landscape of Baghdad, including the influence of Islamic teachings on art, architecture, and scholarship.</p> <p>Conflict and Change: Learning about the eventual decline of Baghdad, including the Mongol invasion and the destruction of the House of Wisdom, which marked the end of the city’s golden age.</p>

Sequence:

This Year 5 unit builds on the Romans unit from Lower Key Stage 2 and requires some prior knowledge of Islam from Religious Education. It briefly covers the rise of Islam and suggests exploring its impact and legacy further, such as through Islamic art and architecture. The unit also allows for comparisons between the construction of Baghdad and other European settlements, like the rebuilding of London after the Great Fire. The content of this unit links directly with the geography curriculum building on knowledge from ‘Rivers’ and ‘Settlements’, both of which are taught in Y3.

Block 2 – The Early British Empire

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit explores the role of the British Empire in global trade and how wealthy British individuals benefited. It covers the concept of trade from prehistoric Britain to modern globalisation, focusing on goods like tea and chocolate and how global trade provided access to new products. It also discusses Britain's competition and exploitation of other nations for profit. Our Year 5 historians will examine Britain's changing relationship with India, building on prior knowledge from Year 3 Geography. It covers the achievements of the Mughal Empire and how its decline allowed British power to spread. The East India Company's rise to power, its financial and political influence, and the exploitation of India's population for military and economic gain are key topics. We will study Britain's success in the Seven Years War, gaining territories in North America, Africa, the Philippines, and India, and how Britain replaced France as the world's most powerful nation, leading to increased land, political power, and patriotism. The unit explores the motivations behind Britain's empire-building, aiming to help our children understand the complex motives and perspectives of the past, emphasizing that this understanding is not a justification for colonisation and imperialism but a way to grasp how the empire shaped British identity. I</p>	<ul style="list-style-type: none"> • Great Britain had an empire from the 16th to the 20th century. • Many monarchs were involved in growing the British Empire. • Britain traded with countries all over the world. • European trading nations increasingly fought over who controlled trade. • The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries. • When the Mughal Empire collapsed, European nations fought for control of India. • Britain was victorious during the Seven Years War and gained territory from France. • Britain gained land in North America, Africa, the Philippines and India. 	<p>Chronology and Timeline: Children arrange events in the order they happened, understanding the sequence of significant events in the early British Empire.</p> <p>Cause and Consequence: This involves exploring the reasons behind the expansion of the British Empire and its effects on different parts of the world, including economic, social, and political impacts.</p> <p>Continuity and Change: Children examine what aspects changed and what remained the same over time, such as trade, culture, and governance.</p> <p>Similarity and Difference: By comparing different periods and regions within the British Empire, students understand the diversity of experiences and perspectives.</p> <p>Historical Enquiry: Children are encouraged to ask questions, use evidence, and develop their own interpretations of historical events, learning how historians construct accounts of the past.</p> <p>Significance: Understanding why certain events or figures are considered important in the context of the British Empire, such as key figures like Queen Elizabeth I or events like the establishment of the East India Company.</p>

Sequence

This unit builds on children's prior knowledge of British history from the 16th to 18th century. It starts by revisiting monarchs like Elizabeth I and James I to set the context. The children will then learn about significant decisions and events during these reigns that led to the birth and expansion of the British Empire. It concludes by examining how historical interpretations of the British Empire's growth have changed over time, providing a foundation for understanding modern history and leading into the unit on the Transatlantic Slave Trade

Block 3 – French Revolution

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Our Year 5 historians will consider how the French Revolution was a pivotal moment in European history, with its effects felt across France, Britain, Europe, and North America. We will discuss how this period saw significant developments such as the fall of the monarchy, political shifts, societal changes with the rise of the middle class, and the growth of nationalism. We will learn that the slogan “Liberty, Equality, and Fraternity” emphasized the right to freedom and equal treatment for all. Our children will consider how studying revolutions provides insights into the intense feelings of injustice when a segment of society feels unheard, issues that remain relevant today.</p> <p>Our Year 5 historians will explore how France’s defeat and loss of American colonies led to national debt and social inequality, sparking the French Revolution and how the storming of the Bastille, a state prison in Paris, symbolized the people’s resentment and hardship, marking the beginning of the monarchy’s dismantling. We will find out that Bastille Day, or La Fête Nationale, is still celebrated in France to commemorate this rebellion against monarchical power.</p>	<ul style="list-style-type: none"> • Before the French Revolution there was inequality in French society. • King Louis XVI was an absolute monarch; he was later imprisoned and executed. • The French Revolution began with the storming of the Bastille. • Napoleon was a French military leader who seized power in France. • Following the French Revolution, Napoleon made himself Emperor of France. • The British Navy defeated the French Navy at the Battle of Trafalgar, near Spain. • The British Navy was led by Admiral Nelson who was killed during the battle. • Britain and their allies defeated Napoleon at the Battle of Waterloo. • Napoleon was exiled twice as punishment for trying to gain power. 	<p>Cause and Consequence: Exploring the reasons behind the revolution and its impacts on French society and beyond.</p> <p>Historical Enquiry: Using primary and secondary sources to investigate the experiences of different social classes and the outcomes of the revolution.</p> <p>Significance: Learning about the major figures and events of the revolution, such as the fall of the Bastille and the rise of Napoleon.</p> <p>Interpretations: Examining how historical interpretations of the French Revolution have changed over time.</p> <p>Empathy and Perspective: Developing an understanding of the human experiences during the revolution, including the perspectives of various social groups.</p>

Sequence:

Building on chronologically from the unit on the ‘Early British Empire’, we examine how France’s defeat, and loss of colonies in America, led to national debt, and exasperating feelings of social inequality which sparked the French Revolution. Our children will analyse how during times of political instability, there is growth in dictatorship (a theme which will also be explored in Year 6 ‘Rise and Fall of Hitler’).

Block 5 – The Transatlantic Slave Trade

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this unit, our Year 5 historians will expand their knowledge of empire and slavery by studying the Transatlantic Slave Trade. They will learn about the forced migration of millions of Africans, the treatment of enslaved Africans, conditions on the ‘Atlantic Passage,’ and life on plantations. We also cover African resistance, including the Haitian Revolution, influenced by the French Revolution studied in Year 5. Additionally, our children will learn about the abolition of slavery, exploring changing interpretations of its reasons and studying prominent abolitionists like Elizabeth Heyrick, Thomas Clarkson, William Wilberforce, and Olaudah Equiano. We will also learn about the tactics used by abolitionists to raise awareness of the slave trade’s atrocities in Britain.</p>	<ul style="list-style-type: none"> • The Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas. • The ‘middle passage’ or ‘Atlantic passage’ was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. Many people died. • The treatment of enslaved Africans was extremely cruel. • The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade. • In 1807 the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire. • Historians believe that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists. 	<p>Cause and Consequence: Exploring the reasons behind the slave trade and its impacts on Africa, Europe, and the Americas.</p> <p>Historical Enquiry: Using primary and secondary sources to investigate the experiences of enslaved Africans, conditions on the Atlantic Passage, and life on plantations.</p> <p>Significance: Learning about the abolition of slavery and the roles of prominent abolitionists like Elizabeth Heyrick, Thomas Clarkson, William Wilberforce, and Olaudah Equiano.</p> <p>Interpretations: Examining how historical interpretations of the slave trade and its abolition have changed over time.</p> <p>Empathy and Perspective: Developing an understanding of the human experiences and resistance of enslaved Africans, including events like the Haitian Revolution</p>

Sequence:

Before teaching this unit, children will have encountered the concept of slavery in other historical contexts, such as Roman society. They will also have background knowledge of the British Empire and European colonisation, competition, and global trade. In geography, they should have learned about the continents and be able to locate and describe Europe, Africa, and North and South America on a world map.

Block 6 – The Industrial Revolution

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>During this unit, our children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor. We will learn that it was in Britain, that the key inventions of the industrial revolution were first created: the cotton mill, the steam engine, and the train. The children will learn that through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. During this unit, we will focus in on the role that the iron and textile industries played in the Industrial Revolution, as well as the development of the steam engine and steam train. Our historians will not only learn about the economic and technological benefits of the Industrial Revolution but will also explore the social context, with a focus on how life changed for those who began working in factories during this time.</p>	<ul style="list-style-type: none"> • To know that ‘Industrial Revolution’ describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery. • To understand the Industrial Revolution had an enormous impact on British society, changing many people’s way of life. • To understand the significance of cotton spinning moving from being a hand craft, to being mechanised. • To understand why coal and iron were so important for the Industrial Revolution. • To know that there was a surge in child labour during the Industrial Revolution. 	<p>Analysis: Examining historical sources, such as letters, photographs, and newspaper articles, to understand different perspectives from the period.</p> <p>Cause and Consequence: Identifying the causes of the Industrial Revolution and its short-term and long-term consequences on society.</p> <p>Change and Continuity: Comparing life before and after the Industrial Revolution, noting what changed and what stayed the same.</p> <p>Historical Interpretation: Discussing how historians might have different interpretations of the same events and why these differences exist.</p>

Sequence:

This unit builds on our children’s knowledge of the French Revolution and the Transatlantic Slave Trade. We learned about Britain’s trade practices during the slave trade, and we will now understand that much of the cotton used in Britain during the Industrial Revolution was imported from America and India, often grown by enslaved workers. The unit also requires our children to apply prior geography knowledge and vocabulary like ‘towns’, ‘cities’, ‘urban’, ‘rural’, and ‘agriculture’

Summer Term B – The Victorian Age

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>During this unit, Year 5 historians will explore the life of Queen Victoria, her personal experiences, and her role in the British Empire. They will delve into the political and social aspects of Victorian Britain, focusing on the lives of the poor and comparing them with those of the rich. Using primary sources, students will investigate life in Victorian slums and workhouses, particularly in Solihull and Birmingham, and discuss how new</p>	<ul style="list-style-type: none"> • Queen Victoria is the second longest reigning monarch in British history, ruling from 1837 to 1901. She had such a profound impact on the culture and life of the nineteenth century, that the period is commonly known as the ‘Victorian Age’. • The industrial revolution caused cities to grow rapidly. This was called urbanisation. Slums in the city had poor sanitation and were overcrowded. • The 1834 Victorian Poor Law reformed relief for the poor and as a result, many 	<p>Source Analysis: Examining and interpreting primary sources, such as photographs, letters, and official documents, to understand different perspectives from the Victorian era.</p> <p>Historical Interpretation: Exploring how historians might have different interpretations of the same events and why these differences exist.</p> <p>Cause and Consequence: Identifying the causes of significant events during the Victorian period and their short-</p>

<p>legislation reflected attitudes towards the poor. The unit will also highlight positive aspects of the Victorian era, such as the Great Exhibition and technological advancements, building on their previous learning about the Industrial Revolution. Finally, students will analyse the legacy of the Victorians, comparing life in the 1900s with life today to understand what has changed and what has remained the same.</p>	<p>poor people were forced to live in the workhouse.</p> <ul style="list-style-type: none"> • The Great Exhibition took place in 1851. It was designed to showcase amazing objects and inventions from around the world. • Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then. 	<p>term and long-term consequences on society.</p> <p>Change and Continuity: Comparing life in Victorian times with life today, noting what has changed and what has remained the same.</p> <p>Constructing Historical Arguments: Forming and expressing their own historical arguments based on evidence gathered from their studies.</p>
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Sequence:
This unit builds on from the unit on from the Industrial Revolution and looks at life in Britain during the Victorian Age. Before studying this unit, our children will have learned about what happened during the Industrial Revolution and have knowledge of the British Empire. During this unit, our historians expand their understanding of key concepts such as monarchy, industrialisation, urbanisation, empire, imperialism, and poverty. This foundation will provide historical context for their Year 6 study of the Suffragette movement, including Queen Victoria’s views on women’s suffrage. Additionally, students will gain background knowledge about the British Empire and Britain’s global position in the late 19th and early 20th centuries, which will support their comprehension of World War I in future lessons.