

Year 5 Spring 1 - Progress

Enquiry question: How did social revolution elsewhere change Britain?

| National Curriculum Objectives | | Core Knowledge & Key Questions | | | Local links | |
|--|---|--|--|---------------------|--|--|
| A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | | <p>Why were the American colonies important to Britain?</p> <ul style="list-style-type: none"> To understand that there were 13 original British colonies that settled in America by 1770. To investigate the relationship between the colonies and Britain was broken during the Seven Years War <p>What were the causes of the American Revolution?</p> <ul style="list-style-type: none"> To explore the reasons for the American Revolution <p>What were the causes of the French Revolution? How were they similar to/different from the American Revolution?</p> <ul style="list-style-type: none"> To understand that the separation of wealth in France between 1774 and 1789 was very drastic. To investigate the causes and events of the French Revolution, and to compare with the American Revolution <p>What methods did the abolitionists use to end slavery? Which methods were most effective?</p> <ul style="list-style-type: none"> To understand the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the Americas | | | James Oglethorpe, from a local Godalming family, founded the colony of Georgia (named after George I). He was an outspoken opponent of slavery in the colonies (although slavery was introduced in the 1740s, after Oglethorpe had lost interest in the colony). | |
| | | Key Figures | | Linked Texts | | |
| | | George III Thomas Jefferson George Washington Louis XVI Marie Antoinette Napoleon Bonaparte Olaudah Equiano William Wilberforce | | | | |
| Prior Learning | | | | | Future Learning | |
| <ul style="list-style-type: none"> In Year 4, the children studied the first British colonies in America – Roanoke, Jamestown and Plymouth Previously in Year 5, the children have studied the growth of the British Empire and the Transatlantic Trade in Enslaved African people | | | | | <ul style="list-style-type: none"> In year 6, the children will learn about the social reforms that took place in the Victorian age. They will also learn about Windrush, exploring the theme of immigration and how it is linked to the British Empire | |
| Chronology | Similarities & differences | Continuity & change | Cause & consequence | Significance | BIG Question: Outcome & Assessment Opportunity | |
| | How were the American & French Revolutions similar/different? | | What were the causes of the American & French Revolutions? | | How did social revolution elsewhere change Britain? | |

| Timeline of events (to be displayed in classroom) | Key vocabulary | Key Skills |
|---|---|---|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Revolution • Founding Fathers • Colonies • Representation • Taxation • Constitution • Declaration of Independence • Ancient Regime • Absolutist • Bastille • Bourgeoisie • Guillotine • National Assembly • Sans Culottes • Abolitionist • Boycott • Petition • Plantation | <ul style="list-style-type: none"> • Use a timeline to place different events, time periods or political movements from the past. • Name the date of significant events from the past studied and place them in the right place on a timeline. • Describe some of the main changes in a period in history using words such as social, religious, political, technological and cultural) • Choose reliable sources of factual evidence to reconstruct aspects of life and people's actions in the time studied • Examine the course of different periods of history and the results of great events and look at the impact of this on people • Give reasons why changes may have occurred and back this up with evidence I have researched. • Compare accounts of events from different sources, both fact and fiction. • Give reasons why there may be different accounts of history. |