



## HISTORY CLASS 5

### Summer 1

#### Study of British History - Literature

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know the key features and characteristics of a book within a historical and cultural context.</li> <li>• To know how the first civilisations recorded and traded information.</li> <li>• To gain an understanding of how books were made in the past, by whom and who had access to books and reading.</li> <li>• To learn about William Caxton, Gutenberg and the printing press. Who were they and what contribution did they make?</li> <li>• To learn when reading and writing became more accessible to the general population.</li> </ul>	<p><b>Markers for Assessment</b></p> <ul style="list-style-type: none"> <li>• Can pupils understand and talk about the way books were made at various periods in history?</li> <li>• Can pupils identify the main types of text produced in different eras, and give reasons for this?</li> <li>• Can children research and analyse results to make judgments and draw conclusions?</li> <li>• Can children identify similarities and differences in attitudes towards the value of books today and in the past?</li> </ul>	Below	Above
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To use specialist vocabulary relating to book production.</li> <li>• To deepen historical enquiry skills eg evaluation of historical sources.</li> <li>• To develop sense of chronology and duration.</li> <li>• To gain greater understanding of cause, consequence, change, continuity, progression and regression.</li> </ul>			
<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify and give reasons for historical events, situations &amp; changes.</li> <li>• I am developing a chronologically secure knowledge of history, beginning to notice connections, contrasts and trends over time.</li> </ul>	<p><b>Vocabulary</b></p> <p style="text-align: center;">Tablet, scroll, frieze, illuminated manuscript, parchment, quill, ink, minerals, vellum, monastery, calligraphy, scribe, scrivener, printing, binding</p>		
<p><b>Prior Skills</b></p> <ul style="list-style-type: none"> <li>• I understand how knowledge of the past is constructed from a range of sources.</li> <li>• I can make an informed response by selecting the relevant historical information.</li> </ul>			
<p><b>Questions (potential 'hook' questions for lessons)</b></p> <ul style="list-style-type: none"> <li>• Were books more valuable in the past?</li> <li>• How has storytelling changed?</li> <li>• How has the way we communicate changed over time?</li> <li>• What effect did printing have on books in Britain?</li> <li>• What is the future for books?</li> </ul>	<p><b>Cross-Curricular/Enrichment</b></p> <p>English – works of key British authors/playwrights, eg Shakespeare            DT – making paper and parchment            Art &amp; Design – making paint/ink; calligraphy; block printing            Computing – research and analysing results            RE – oldest surviving Bible, Quran and Torah</p>		
<p><b>Key Substantive Concepts</b></p> <p style="text-align: center;">Community &amp; Culture    Religion</p>	<p><b>Second Order Concepts</b></p> <p style="text-align: center;">Significance    Historical evidence</p>		