



**Subject:** History

**Year Group:** Year 5

**Term:** Summer Term

### **Main strands within this History unit**

Government	<ul style="list-style-type: none"><li>• To explain what is meant by the government.</li><li>• Understanding the role of this at specific time periods.</li><li>• Understanding and explaining the impact this has on society today, particularly focusing on British history.</li><li>• Identifying and explaining the impact of significant people within the government at different time periods.</li></ul>
Communication	<ul style="list-style-type: none"><li>• To explain what is meant by communication.</li><li>• To compare different types of communication within historical events.</li><li>• To identify how communication has changed and the reasons behind these changes.</li><li>• To explain the impact changes to communication have had on society today (particularly focusing on British history).</li></ul>
Causation	<ul style="list-style-type: none"><li>• To explain what is meant by causation.</li><li>• To understand what the outcome was that arose from causation.</li><li>• To explain the impact causation has on the outcome.</li><li>• To explain the impact causation has on society today (particularly focusing on British history).</li></ul>
Chronology	<ul style="list-style-type: none"><li>• To explain what is meant by chronology.</li><li>• Identifying when significant time periods arose.</li><li>• Ordering and comparing significant events with other historical events on the timeline.</li><li>• Using timelines to demonstrate knowledge before and after AD.</li><li>• Explaining the impact of when significant events arose and how they have developed over time until today (focusing particularly on British history).</li></ul>



Jerry Clay Academy  
Subject Knowledge Organiser

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**Core Learning of This Unit:**

- **To develop awareness of changes to British History which have affected society today**
- To develop chronological knowledge surrounding British, local and world History
- To identify changes, contrasts and trends over time and identify similarities and difference between time eras, specifically looking at changes to the way land is used and the impact this has on society.

**Prior Learning:**

- Children have developed their inquisitive skills to ask and answer questions about Historical events and significant people.
- Children have used a variety of different resources to find out information about Historical events and significant people.

**National Curriculum Statements:**

- To learn about a local History study in depth to identify how aspects of national history are reflected in and are significant in the locality today.
- Looking at how aspects of History are reflected in and are significant in society today

**Key Vocabulary:**

- Industrial revolution
- Impact
- Significance
- Effects
- Era
- Reasons
- Enclosure

**Significant People**

**Charles Townshend**



He was known for his role in the British Agricultural Revolution in the years before and during the Industrial Revolution. Along with others such as Jethro Tull, he helped revolutionize food production in the country which led to a boom in the population.