



History and Geography: Year 5

WORLD HISTORY AND GEOGRAPHY

Teachers: The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

I. SPATIAL SENSE

Teachers: Review as necessary map-reading skills and concepts, as well as geographic terms, from previous years

- Relief maps: identify elevated areas, depressions and river basins.
- Compare aerial photographs and maps. Identify the ways in which maps represent and simplify the real world.
- Read maps and globes using latitude, longitude, coordinates and degrees.
- Scale: measure distances using map scales.
- Identify the Prime Meridian, the 180^o line (International Date Line), the Eastern and Western Hemispheres.

II. MOUNTAINS OF THE WORLD

Teachers: Children should learn the names of some of the world's mountain ranges. They should also become familiar with the terms *peak* meaning the highest point of a mountain and *range* meaning a connected group of mountains.

- The Alps
- The Himalayas
- The Andes and The Appalachian Mountains
- The Atlas Mountains

III. THE SPREAD OF ISLAM AND THE HOLY WARS

Teachers: Since religion is a shaping force in the story of civilisation, the Core Knowledge Sequence introduces children in the early years to major world religions, beginning with a focus on geography and major symbols and figures. In Year 5 the focus is on history, geography, and the development of a civilisation. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. A review of major religions introduced in earlier years in the *Core Knowledge Sequence UK* is recommended: Judaism/Christianity/Islam (Year 2) and Hinduism/Buddhism (Year 3).

A. ISLAM

- Muhammad: the prophet
- Allah, Qur'an
- Sacred city of Makkah, mosques
- 'Five pillars' of Islam
 - Declaration of faith
 - Prayer (five times daily), facing toward Makkah
 - Fasting during Ramadan

- Help the needy
- Pilgrimage to Makkah
- Arab peoples unite to spread Islam in Northern Africa, through the eastern Roman Empire, and as far west as Spain.

B. DEVELOPMENT OF ISLAMIC CIVILISATION

- Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals
- Thriving cities as centres of Islamic art and learning, such as Cordoba (Spain)

C. WARS BETWEEN MUSLIMS AND CHRISTIANS

- The Holy Land, Jerusalem
- The Crusades
- Saladin and Richard the Lionheart
- Growing trade and cultural exchange between east and west

V. AUSTRALIA, NEW ZEALAND AND THE SOUTH PACIFIC

A. GEOGRAPHY

- South Pacific Ocean
- Major rivers: the Murray and the Darling (Australia)
- Contrasting climate in different regions:
 - Australia: climate differs regionally—dry outback, greener coastal areas
 - New Zealand: hot in the North Island (farther from the South Pole and closer to the Equator), snow in Arthur's Pass on the South Island
 - South Pacific islands are very hot
- Settlements located along the coasts, especially on the East Coast of Australia and coasts of New Zealand

B. AUSTRALIA

- Large cities: Canberra, Sydney, Adelaide, Melbourne, Brisbane, Cairns, Darwin, Perth, Alice Springs
- Important features: Ayers Rock, outback, Great Barrier Reef (world's largest coral reef), tropical rainforest, beaches
- Aboriginal people: traditional music and dance, strong oral history, importance of ancestors, historic art including aboriginal rock engravings [cross-curricular connection with Year 4 Visual Arts]
- Unique animals: koala, kangaroo, platypus, emu, kookaburra bird
- History
 - British explorer James Cook was the first European to make contact with Australia (on eastern coastline)
 - Australia used as a penal colony for British prisoners
 - Gold rush in the 1850s and subsequent importance of mining
 - Australia became an independent country that was a dominion of the British Empire (1907)
 - New architecture: Sydney harbour bridge and the Sydney Opera House are well-known modern architectural pieces

C. NEW ZEALAND

- Large cities: Auckland, Christchurch
- Important features:
 - Geysers in Rotorua on the North Island [cross-curricular connection with Year 2 History and Geography: geysers in Yellowstone National Park in the US and in Iceland]
 - Geographic isolation and unique species of plants and animals (e.g. kiwi fruit and kiwi bird); some plants and animals were threatened by the arrival of new plants and animals brought through colonisation (e.g. rabbits and ferrets that threatened the kiwi bird and other animals)

- Māori people and culture: elaborate mythology, traditional dancing (see rugby and the haka below),
- History
 - British explorer James Cook was the first to circumnavigate New Zealand
 - New Zealand as a member of the British Commonwealth
 - First country in the world to grant all women the right to vote (1893)
- Sports
 - Mountaineering: Sir Edmund Hillary (from New Zealand) and Tenzing Norgay (from Nepal) were the first to climb Mt. Everest (world's tallest mountain) in 1953 [cross-curricular connection with Year 3 History and Geography]
 - Rugby: All Blacks rugby team, Māori participation in rugby and the national team's performance of the haka (traditional Māori challenge) before matches

D. SOUTH PACIFIC ISLANDS

- James Cook as an explorer and a cartographer who was the first to map South Pacific Islands from New Zealand to Hawaii
- Melanesia: islands include New Guinea, New Caledonia, Fiji, Solomon Islands
- Micronesia: islands include Guam, Marshall Islands
- Polynesia: islands include New Zealand, the Hawaiian Islands, Samoa, Tonga, Tuvalu, the Cook Islands, French Polynesia, Easter Island

UK GEOGRAPHY

I. EAST ENGLAND

A. HERTFORDSHIRE, BEDFORDSHIRE, CAMBRIDGESHIRE, NORFOLK, SUFFOLK, ESSEX

- Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo

II. THE MIDLANDS

A. EAST MIDLANDS: NOTTINGHAMSHIRE, DERBYSHIRE, LEICESTERSHIRE, RUTLAND, NORTHAMPTONSHIRE AND MOST OF LINCOLNSHIRE

B. WEST MIDLANDS: STAFFORDSHIRE, GLOUCESTERSHIRE, WORCESTERSHIRE, WEST MIDLANDS, WARWICKSHIRE, HERFORDSHIRE

- Birmingham, Spaghetti Junction, Grand Union Canal, mining industry (much declined), Peak District, Sherwood Forest, The Trent, Rolls-Royce (engines), car plants, food processing, Leicester, Nottingham, Derby, Bourneville; home of Cadbury's chocolate, Malvern Hills, farming

III. YORKSHIRE AND HUMBERSIDE

A. YORKSHIRE, HUMBERSIDE, PART OF LINCOLNSHIRE

- Peak District, N Yorkshire Moors, Yorkshire Dales, River Humber, port of Hull, coal, iron and steel works, City of York

BRITISH HISTORY

I. 18TH CENTURY BRITAIN

Teachers: The Act of Union in 1707 created Great Britain, a new nation, but it did not yet create 'Britons'. Encourage students to think about the nature and formation of national identity, and identities in general.

Explain how this period sees the development of political institutions that are still familiar today, and use the Jacobite rebellions as a reminder of the continued importance of religion in political and social life.

A. JAMES I AND VI HAD BEEN ATTEMPTING TO FORM A FULL POLITICAL UNION, BUT FAILED

- In Scotland, opinion over union was divided
 - The Act secured the line of succession through protestants
- The Act of Union, 1707
 - The Scottish parliament voted itself out of existence
 - Robert Burns' famous line: 'bought and sold for English gold'
 - Scotland managed to retain her legal and university structures; the Church of Scotland remained Presbyterian
- The creation of Great Britain was one of necessity, with mutual hostility and mistrust on both sides
 - Great Britain into an international power; global empire
 - Scotland developed financially; the loss of power and status helped cause the Scottish Enlightenment

B. DEVELOPMENT OF PARTY POLITICS; PARLIAMENT MORE IMPORTANT AFTER THE BILL OF RIGHTS

- Anne becomes Queen (1702) after the death of William III
 - Spanish War of Succession; the Duke of Marlborough and the Battle of Blenheim
- Accession of George I in 1714; House of Hanover
- Detached approach to government, visited Hanover frequently
 - Decline of monarchical power and influence
- Robert Walpole came to the fore in Parliament [Builds on Year 1 History and Geography]
 - Appointed First lord of the Treasury by George I in 1721
 - Referred to as the 'Prime Minister'

C. JACOBITE REBELLIONS; RETURN OF THE HOUSE OF STUART

- 1715, first Jacobite Rising (The Latin word for James is Jacobus)
- 1745, second, larger Jacobite Rising; Jacobite forces to Derby
 - Charles Edward Stuart, known as the 'Young Pretender' or 'Bonnie Prince Charlie'
 - Support in areas of Scotland and north of England
 - Battle of Culloden
 - 'Bonnie Prince Charlie' escaped to Skye with Flora MacDonald

II. HOW DID BRITAIN GAIN AN EMPIRE?

- Global trade
 - Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live
 - British merchants exchanged British-made goods for new exotic luxuries
 - British ports including Liverpool, Glasgow and Bristol became rich
- The Seven Years War
 - 1756 French invaded the British colony of Minorca, off the coast of Spain
 - Britain went to war with France, battles were fought in trading colonies around the world
 - Canada; The Battle of Quebec, General Wolfe
- India
 - East India Company
 - Mughal Empire crumbling
 - Battle of Plassey
- Rule Britannia
 - 1759 'The Year of Miracles' and the birth of the British Empire

- The Royal Navy
 - Impressment; forcing men to serve in the Royal Navy
 - Life of a sailor; diet, scurvy, punishments

III. AMERICAN REVOLUTION

Teachers: Connect the American Revolution to the ideas of 'liberty' and royal power that students looked at when studying Britain during the 17th Century, as well as the political thought from the Enlightenment in the previous section. The American Revolution can be used to discuss ideas such as representation and democracy. Explain the wider impact of the Revolution in Britain and across Europe, particularly in France. Also raise and discuss issues about the nature and formation of national identity.

A. PROVOCATIONS

- British taxes, 'No taxation without representation'
 - Boston Massacre
 - Boston Tea Party

B. THE DECLARATION OF INDEPENDENCE

- Declaration of Independence; adopted July 4, 1776
 - The proposition that 'All men are created equal'
 - The responsibility of government to protect the 'unalienable rights' of the people
 - Natural rights: 'Life, liberty, and the pursuit of happiness'
 - The 'right of the people... to institute new government'

C. THE REVOLUTION

- Paul Revere's ride
- George Washington chosen as commander of the rebel army
- The French enter the war in support of the Americans
- British surrender at York Town
- Creation of the USA with George Washington as President

IV. FRENCH REVOLUTION

Teachers: The French Revolution can be seen as a watershed moment in the history of the western world, undermining traditional aristocratic and monarchical hierarchies, and children should understand why it has been seen as so significant. Also discuss its impact in Britain, and across Europe, in spreading radical ideologies about democracy and republicanism, and inspiring egalitarian ideas and organisations.

- Louis XVI and Marie Antoinette at Versailles
- Division between rich and poor
 - Marie Antoinette "Let them eat cake!"
 - Only the poor working people paid taxes
 - Debts from funding the American War of Independence led to a rise in taxes
- 14th July 1789 people of Paris stormed a prison called the Bastille and released its prisoners
- Revolution began followed by a reign of terror
- King and Queen beheaded and France becomes a republic (a nation ruled without a monarch)

V. NAPOLEON

Teachers: The rise of Napoleon should be treated in connection with events studied in the French Revolution section. Discuss the nature of Napoleon's power in contrast with the ideas of the Revolution, and encourage students to look at his impact across Europe, especially in connection with the growth of European nationalisms.

A. NAPOLEON BONAPARTE AND THE FIRST FRENCH EMPIRE

- Napoleon as military genius
- In 1804 he made himself 'Emperor' of France
- Planned invasion of England
 - Horatio Nelson, admiral in the Royal Navy led the attack on Napoleon's navy
 - Napoleon defeated at the Battle of Trafalgar (off the Spanish Coast at Cape Trafalgar)
 - Death of Nelson
- Napoleon invades Spain
- Battle of Waterloo
- Napoleon sent into exile on the island of St Helena in the middle of the Atlantic Ocean where he dies seven years later

VI. ABOLITION OF THE SLAVE TRADE

Teachers: Explain the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the Americas. Encourage students to think about the personal and psychologically damaging effects of slavery, as well as the reasons why people opposed abolitionism.

A. ABOLITION OF SLAVERY IN THE BRITISH EMPIRE

- Slaves transported from Africa to plantations in the Americas
 - Conditions on slave ships
 - Ill treatment of slaves on plantations
- Beginning of movement for the abolition of slavery
 - Thomas Clarkson
 - William Wilberforce
 - Olandah Equiano
- 1807 Bill for the Abolition of the Slave Trade
- 1833 Slavery abolished throughout the British Empire

VII. GEORGIAN BRITAIN

Teachers: The Georgian Era was a period of British history during which successive kings named 'George' ruled. 1714 to 1837 saw the reign of King George I, King George II, King George III and King George IV. Following the Georgian Era was the Victorian Era which saw George IV's niece take the throne and reign for over sixty years.

- The class system
 - Aristocracy
 - Middling Sort
 - Poor
- The position of women
- Crime

FEATURED GREAT EXPLORER**A. JAMES COOK** [Builds on UK History—The Age of Reason, History and Geography, Year 5]