

HISTORY

YEAR 5/6: Summer 1

Who should go on the bank note?

COVERAGE: Who should go on the bank note?

Pupils who are secure will be able to:

- Name the features of a banknote.
- Make inferences about a historical figure using a banknote.
- Research and explore the achievements of different historical figures.
- Make inferences about historical figures from sources.
- Describe the legacies of historically significant people
- Apply criteria to decide if a person is historically significant and explain why.
- Chronological awareness:** understanding language related to chronology and building a mental timeline of the chronological order of periods of history.
- Historical Enquiry:** posing historical questions, gathering, organising and evaluating evidence, interpreting findings and making connections, evaluating and drawing conclusions and communicating findings.
- Concepts:** cause and consequence, historical significance, sources of evidence and historical interpretations.

KEY LANGUAGE AND VOCABULARY:

alliance
legacy
politics
society

KNOWLEDGE AND FACT SHEET

History - Unheard histories: Who should go on the £10.00 banknote?

The 2 R criteria:

- R** - Reason: for something the historical significance of a person or event.
- R** - Result: a person or event that was significant in the making of a group of people.
- Represented** - a person or event that remains visible in the past.
- Represented** - a person or event that was reported on at the time and later.
- Represented** - a person or event that has continued to experience, benefit or influence across time and place.
- Represented** - a person or event that caused change and had consequences for the future.

History - Unheard histories: Who should go on the £10.00 banknote?

1 **Kapow**

History - Unheard histories: Who should go on the £10.00 banknote?

2 **Kapow**

History - Unheard histories: Who should go on the £10.00 banknote?

3 **Kapow**

KEY SKILLS AND KNOWLEDGE

Skills

- Comparing and making connections between different contexts in the past.
- Describing the links between main events, similarities and changes within and across different periods studied.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying and comparing significant people and events across different time periods.
- Using a range of sources to find out about a particular aspect of the past.
- Explain the significance of events, people and developments.
- Comparing accounts of events from different sources.
- Evaluating the usefulness of historical sources.
- Addressing and devising historically valid questions.
- Planning a historical enquiry.
- Asking historical questions of increasing difficulty.
- Using different sources to make and substantiate historical claims.
- Developing an awareness of the variety of historical evidence in different periods of time.
- Recognising gaps in evidence.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Making increasingly complex interpretations using more than one source of evidence.

KEY QUESTIONS:

- Why are the people on bank notes important and what impact does it have on society?
- Who was the most important monarch and why? Can you explain your reasoning?
- Can you explain why the person you have chosen is significantly important to our society in the past and now?
- Are historic sporting heroes important to history and why?
- Can you explain who you would put on the bank note and why?

- Making connections, drawing contrasts and analysing within a period and across time.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as well as indicating simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Using evidence to support and illustrate claims.

Knowledge

- To know that members of society standing up for their rights can be the cause of change.
- To know how historians select criteria for significance and that this changes.
- To understand that there are different interpretations of historical figures and events.
- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To understand that there are changes in the nature of society.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To identify the impact of beliefs on society.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To compare the development and role of education in societies.
- To understand the changing role of women and men in Britain.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To identify the achievements of civilisations and explain their importance.

ENRICHMENT:

Children will make presentations on who they believe should be on the bank note to the class. The presentation needs to argue why they need to be on the bank note and how they have been important to society.

Previous Learning:

The children had investigated Vikings and their impact in the UK in the past.

Future Learning:

In Year 6 the children will investigate the Ancient Greeks and their impact on the world in the past and now.

School Drivers to Examine

Children will look at:

- **Culture and Diversity** = who is on our bank notes for our own culture and those of other cultures in our society? Why is this important to have?

- **Power and Economy** = does the person on the bank note need to be a person of power and influence? Is the person on the bank note important?
- **Creativity and Innovation** = do significant figures from history have to have had an impact on changing our world in order to be on the bank notes we use?