**SYLLABUS**

**Subject:** History

**Grade:** 5

**Book:** History 5

**Number of lessons per a year:** 72 (50 lessons for history in English, 22 for Hungarian history in Hungarian. Nb: The following syllabus covers the lessons taught in English)

**Number of lessons per a week:** 2

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**PREHISTORY AND ANCIENT TIMES**

**Number of lessons: 14**

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|  | **TOPICS** | **KEY TERMS, DATES, NAMES, TOPOGRAPHY…** | **MAIN AIMS OF THE LESSON** |
| 1 | Introduction | history, past, present | Introducing the new subject |
| 2 | Sources of History | written source, unwritten source, archaeologist, excavation site | Understand the meaning and importance of sources, classifying sources, discover the work of the archaeologists |
| 3 | Dating Systems and Timing in History | Prehistory, Ancient Times, the Middle Ages, Modern Times, Present, century, dating system, BC, AD, calendar | Introduce the periods of history, understand the dating and dating systems, observing different calendars and dating systems, understand the difference between BC and AD |
| 4 | People in Prehistory | Africa, Lucy, early human, hand axe | Discussion about the evolution, understand the steps of human development (erection, tools they used, talking…) |
| 5 | Life in Prehistory | hunter-gatherers, fire, nomad, division of labour | Describe a hunting scene, understand the importance of making fire, describe the life in Prehistory, understand how division of labour worked |
| 6 | Art and magic | cave paintings, spirits, shamans, cult function | observation of different cave paintings, discussion on the hunting scenes and their function, understand the role of rituals and shamans in Prehistory |
| 7 | Settling Down | domestication, farming, permanent homes, settling down, producers, village, surplus, barter economy, first jobs | Describe the beginning of farming and domestication, understand the way that led to the settling down, the difference between hunter-gatherers and producers, describe the life in the very first villages, understand the meaning of barter economy |
| 8 | Mesopotamia | early civilisations, Tigris, Euphrates, flood, irrigation system, king, city state, empire, Sumerians, ziggurat, Hammurabi, Mesopotamia, Babylon, Code of Hammurabi, cuneiform | Introduce the formation of the first civilizations, place Mesopotamia and its rivers on the map, understand the importance of the irrigation systems, describe a city state and its parts, describe the different writing systems |
| 9 | Egypt: the Gift of the Nile | Egypt, Nile, Upper Egypt, Lower Egypt, 3000 BC, pharaoh, priest, aristocrat, scribe, slaves, free people, religion, society, papyrus, hieroglyphics | Place Egypt and the Nile on the map, describe how its irrigation system worked and compare it with the one in Mesopotamia, understand the division in society, introduce the Egyptian writing system and compare it with the Mesopotamian |
| 10 | Religion and Afterlife | pyramids, Giza, Valley of the Kings, afterlife, embalming, mummy, gods and goddesses, chief god | Present the importance of religion in Egyptian life, discussion of afterlife and embalming, introduce some gods and goddesses |
| 11 | History and the Bible | Bible, Old Testament, New testament, Christianity, Jewish, Hebrews, Jesus Christ, Adam, Eve, Garden of Eden, Noah, Moses, Canaan, red Sea, David, Solomon, Jerusalem, Palestine, Wailing Wall | Introduce some stories of the Bible, discuss the difference among religions, place the role of the Bible in our culture, discuss the history of early Palestine |
| 12 | Faraway Civilisations: India and China | Indus, Ganges, reincarnation, rebirth, monsoon, Buddha, the Huang Ho, the Yangtze, Great Wall, Shi Huangdi | Place India and China (and their rivers) on the map, compare the different styles of farming, discussion on reincarnation, compare the different writing systems, present the cultural heritage of these civilizations  Optional: Reading about Phoenicia |
| 13 | Revision |  |  |
| 14 | Test |  |  |

**ANCIENT GREECE AND ROME**

**Number of lessons: 22**

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|  | **TOPICS** | **KEY TERMS, DATES, NAMES, TOPOGRAPHY…** | **MAIN AIMS OF THE LESSON** |
| 1 | Legendary Early History of Greece | city state, Olympic Games, Minos, Crete, Minotaur, Theseus, Ariadne, Knossos, | Introduction of a new topic, place Greece on the map and discuss its location, present some Greek myths, compare myth and reality through the Minoan civilisation |
| 2 | Greek Religion | immortal, supernatural, Mount Olympus, Zeus, Poseidon, Hades, Hestia, Demeter, Ares, Apollo, Artemis, Athena, Hera, Hephaistos, Aphrodite, Dionysus | Discuss the importance of religion in the life of Ancient Greece, describe some important gods and goddesses with their features and roles |
| 3 | The Trojan War | Helen, Paris, Agamemnon, Menelaus, Mycenae, Achilles, Odysseus, Homer, Iliad, Heinrich Schliemann | Present the story of the Trojan war, compare myth and history through the story of Troy, deriving the facts from the myth, place Troy and Mycenae on the map, present the cultural heritage of Mycenae |
| 4 | The Olympic Games | 776 BC, pentathlon, boxing, wrestling, pankration, chariot race | Discussion on the importance of the games, present the Greek dating system, list the sport events, compare the ancient and modern games |
| 5 | Athens – the City of Athena | Athens, acropolis, democracy, citizens, metics, slaves, Parthenon, agora, education | Place Athens on the map, observe the different social groups and their rights, explain the term of democracy, present the cultural role of Athens |
| 6 | Sparta – the Military State | Dorians, Peloponnese Peninsula, warrior, neighbours, helots, Council, Assembly, barrack, education | Comparison: Athens and Sparta, place Sparta and the Peloponnese Peninsula on the map, observe the different social groups and their roles, discussion on the Spartan government and education |
| 7 | The Greek-Persian Wars | Persian Empire, King Darius, 490 BC, Marathon, Miltiades, hoplite phalanx, Xerxes, Leonidas, Thermopylae, Salamis, Themistocles, | Place the Persian empire on the map, comparing the Greek and Persian soldiers and tactics, interpreting maps and making charts on battles |
| 8 | Democracy in Athens | Golden Age, democracy, demos, Assembly, Council, strategoi, voting, government, archons, Pericles, Peloponnesian War, Macedonia | Discuss how democracy worked, discussion about rights and the government, present the importance of Pericles, discuss the reasons and the result of the war |
| 9 | Alexander the Great | Macedonia, Philip II, Aristotle, Alexander, Asia Minor, Egypt, Mesopotamia, Persia, Indus Valley, empire, Hellenistic culture | Place Macedonia and the invaded areas on the map, discussion on the stories on Alexander and the influence of one person on history, present the Hellenistic heritage |
| 10 | Arts and Sciences in Ancient Greece | alphabet, theatre, comedy, tragedy, science, Socrates, Plato, Aristotle, Hippocrates, Herodotus, temples, vase painting | introduce the influence of Greek culture on later civilisations |
| 11 | The Foundation of Rome | legend, Aeneas, Romulus, Remus, River Tiber, 753 BC, Rome, Etruscans, 510 BC, patricians, plebeians, Senate, consuls, dictator, tribunes, right of veto | Comparison of facts and myths, place Rome and the River Tiber on the map, discuss the Roman society and government, the rights and role of different officials |
| 12 | The Punic Wars | North Africa, Carthage, Mediterranean Sea, Sicily, drawbridge, Phoenicians, Punic, province, Hannibal, Scipio, | Place Carthage on the map and discuss the importance of the location of this city, explain the term of province, understand the reasons and results of the wars |
| 13 | Crisis in Rome | army reforms, veteran, legion, gladiators, revolt, slavery, Spartacus, Capua, 73BC, Pompey, | Discussion on the reason and the results of the problems, duties in the army, present the revolt of Spartacus, discussion on gladiator fights |
| 14 | The Beginning of the Time of the Emperors | civil war, dictator, Julius Caesar, Gaul, River Rubicon, March 44BC, Octavian-Augustus, Brutus, Antony, Philippi, Cleopatra, emperor | Discussion on the rise and fall of Julius Caesar, discuss what personal features make a leader, present Octavian and Antony’s battle and the division of the empire |
| 15 | The Time of Emperors | Augustus, 27 BC-AD 14, Tiberius, Nero, Trajan, Dacia, Hadrian, Marcus Aurelius | Comparison of emperors from different perspectives, place the Roman Empire and the conquered areas on the map, check the expansion of the empire |
| 16 | The City of Rome | forum, triumphal arches, Pantheon, gladiator fights, amphitheatres, Colosseum, Circus maximus, public baths, aqueducts, domus, insulae | Description on the ancient city of Rome and its most famous buildings, discuss and imagine the life in an ancient Roman city, present the influence of Rome on other areas and later cultures |
| 17 | Science and Culture | education, magister, historians, Livy, Cicero, Seneca, religion, Jupiter, Juno, Minerva, Mars, Neptune, Venus, Apollo, Diana, Bacchus, Pluto, | Compare the Greek and Roman education, religion and cultural life, discussion on the cultural heritage of Rome |
| 18 | Christianity | Christianity, Judea, Jesus, Nazareth, messiah, Bible, Gospels, Mary, Joseph, Bethlehem, Pilate, crucifixion, apostles, Paul, persecutions, Constantine, AD 391, state religion | Discuss the stories on Jesus’s birth, life and death, present the spread of Christianity in the Roman Empire, discussion on the teachings of Jesus, observe the reasons of the persecutions |
| 19 | Pannonia – The Roman Province | limes, Pannonia, River Danube, Savaria, Gorsium, Vindobona, Sopianae, Aquincum | Place Pannonia and its most famous cities on the map, examining the Roman provinces: borders, government, buildings…. |
| 20 | The Fall of Rome | barbarians, Diocletian, mercenary, Eastern Roman Empire, Western Roman Empire, the Huns, Attila, Vandals, AD 476, Odoacer | Discussion on the reasons of the decline, examining the reign and reforms of Diocletian and Constantine, discuss the division of the empire, the importance of AD 476 |
| 21 | Revision |  |  |
| 22 | Test |  |  |

**THE MIDDLE AGES**

**Number of lessons: 14**

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|  | **TOPICS** | **KEY TERMS, DATES, NAMES, TOPOGRAPHY…** | **MAIN AIMS OF THE LESSON** |
| 1 | The Byzantine Empire | Eastern Roman Empire, Byzantine Empire, Constantinople, 1453, Ottoman Empire, centralisation, Justinian, judicial reforms, Greek Orthodox Church, Hagia Sophia, frescoes, mosaics, icons, Latin | Comparison of the Roman and Byzantine Empires, place the Byzantine Empire and Constantinople on the map, examining the structure of the empire, introduce the Byzantine culture and religion |
| 2 | Islam | Islam, Mecca, Arabian Peninsula, Muhammad, Gabriel, Allah, Koran, AD 622, Medina, Holy War, caliph, pilgrim, pilgrimage, Kaaba | Comparison of the Islam and the religions the students have already learnt about, discussion on the rules of the Islam, the importance of AD 622 and the Islamic calendar |
| 3 | Kingdom of the Franks | Franks, barbarian tribes, pagans, Charlemagne, emperor, 800, pope, counts, Aachen | Discuss the formation of the Frankish Kingdom, understand the importance of Charlemagne in the life of Christian Europe and culture, check the map on the birth of the Frankish Kingdom and the division after the death of Charlemagne |
| 4 | Feudalism | feudalism, feudum, fief, military service, vassal, vassalage, lords, homage | Explaining the structure of the system of feudalism, drawing a feudal chain, discussion on the rights and duties of the vassals and lords |
| 5 | Life in a Manor | serfdom, serfs, manor, nobles, castle, demesne, common lands, village, duties, present, tithe | Demonstrating the structure of a manor, discussion on the duties of the serfs, presenting what jobs the serfs made  Optional: Reading – New methods and tools in farming |
| 6 | Nobility | nobles, nobility, knights, landlords, page, esquire, vigil, blessing, chivalry, tournaments, joust, fortress | Explaining the way how a noble became knight, exploring a medieval castle and its function |
| 7 | The Crusades | crusade, crusader, Holy Land, Jerusalem, pope, eternal life in heaven, campaign, Richard the Lionheart, Constantinople | Place the Holy Land and Jerusalem on the map, follow the route of some campaigns on the map, discuss the importance of the Holy Land, discussion on the reasons and results of the Crusades |
| 8 | The Clergy | clergy, the Church, pope, regular clergy, secular clergy, saints, miracles, pilgrimage, high priests, cardinals, archbishops, bishops, priests, monks, nuns, Benedict of Nursia, 529, codex, relics, heretics, Inquisition | understanding the importance of the Church in the Middle Ages, the role of the Church in culture and education, comparison of the regular and secular clergy, clarifying the hierarchy of the members, discussion on the stories of saints |
| 9 | Medieval Towns | town, market, Charter, townspeople, citizens, mayor, town council | Discussion on what made a medieval town, compare the life of townspeople and serfs, present the parts of a medieval town, look for famous medieval towns on the map and discuss their origin and location |
| 10 | Guilds, Trade and Banks | guilds, apprentice, journeyman, master, masterpiece, local trade, European trade routes, Hanseatic League, Venice, Genoa, merchants, money changers, bankers, banks | Discussion on how guilds worked, comparison of local and European trade routes, place the routes on the map, present the birth of the first banks |
| 11 | Medieval Diseases | infection, pneumonia, leprosy, bleeding, remedies, plague, Black Death | Present different medieval diseases and common remedies, comparison of medieval and modern health care, examining the spread and results of the Black Death |
| 12 | Medieval Culture | Gothic art, cathedral, rose windows, renaissance, humanism, Florence, Gutenberg, printing | Exploring the typical features of Gothic art, discussion on the birth and effects of renaissance, present the importance of printing |
| 13 | Revision |  |  |
| 14 | Test |  |  |