



Subject/Area: History

Year Group: 5

Prior Learning	Year 5 Learning	Future Learning	Vocabulary - Subject Specific
<p><i>In Year 4 children should:</i></p> <p>Place the periods of time being learnt about on a time line.</p> <p>Find links between the periods of time studied.</p> <p>Talk about the main events and key changes that took place within the time periods studied.</p> <p>Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time.</p> <p>Know about significant people/events within the time periods studied and can describe their impact on life at that time.</p> <p>Choose a range of sources to help talk in depth about different aspects of the past.</p> <p>Give examples of how the past can be represented and interpreted in different ways.</p> <p>Follow a set of success criteria in order to present their knowledge and understanding of History.</p>	<ul style="list-style-type: none"> - Use a time line to help talk about key aspects within the time periods studied. - Describe connections and identify contrasts when talking about different time periods. - Give reasons for the main events and key changes that took place within the time periods studied. - Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons/Vikings. - Talk about significant people/events within the time periods studied and describe their impact on life at that time and on life today. - Find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence. - Explain the different ways that the past can be represented and how this affects interpretation. - Work with increasing independence to record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately. 	<p><i>In Year 6 children will:</i></p> <ul style="list-style-type: none"> - Talk confidently about the different periods of time studied, providing an accurate chronology. - Make links within and across periods of history studied. - Describe connections, identify contrasts and talk about trends over time to show understanding of chronology. - Talk about significant individuals from the past and offer explanations for their actions. - Provide reasons why some events, individuals, developments are seen as more significant than others. - Find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence. - Give reasons for the different ways the past is represented and how this affects interpretation. - Work independently/ in a small group to record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately. 	<p>Change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.</p>

KS2 National Curriculum Objectives	Enquiry questions	Key questions	Famous People Links
<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Whatever did the Greeks do for us?</p> <p>How can we possibly know so much about the Ancient Greeks when they lived over 2500 years ago?</p>	<p>Was Ancient Greece one city?</p> <p>Athens –was it the birthplace of democracy?</p> <p>Who were the Greek philosophers?</p>	Dr. Barnardo
			Linked texts
			Street Child

Working historically – key concepts:						
Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and decision making	Using sources as evidence
Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.	Can sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms.	Understands that change can vary in rate, scale, extent, time and space including identification of critical incidents, turning points and trends.	Can rank or order causes according to their impact and recognises the difference between primary and secondary effects.	Can compare significance and use criteria to order events or people by significance.	Knows that decision making creates conflict which can be resolved by a variety of methods.	Can accept and reject sources based on valid criteria when carrying out particular enquiries
Assessment Opportunities						
<p>Chronological understanding:</p> <ul style="list-style-type: none"> We will order significant events, movements and dates on a timeline. <p>Historical interpretation:</p> <ul style="list-style-type: none"> We will evaluate evidence to choose the most reliable form. <p>Historical understanding:</p> <ul style="list-style-type: none"> We will make comparisons between the past and present explaining things which have changed and things which have stayed the same. <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> We will describe how historical events affect/influence life today. 						