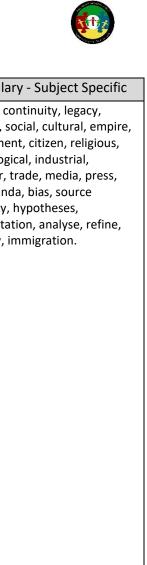
# **Newton Hill Community School: Prior Learning Documents**

Subject/Area: History

Year Group: 5



Prior Learning	Year 5 Learning	Future Learning	Vocabulary - Subject Specific
Place the periods of time being learnt about on a time line.  Find links between the periods of time studied.  Talk about 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.  Know about significant people/events within the time periods studied and can describe their impact on life at that time.  Choose a range of sources to help talk in depth about different aspects of the past.  Give examples of how the past can be represented and interpreted in different ways.  Follow a set of success criteria in order to present their knowledge and understanding of History.	<ul> <li>Use a time line to help talk about key aspects within the time periods studied.</li> <li>Describe connections and identify contrasts when talking about different time periods.</li> <li>Give reasons for the main events and key changes that took place within the time periods studied.</li> <li>Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons/Vikings.</li> <li>Talk about significant people/events within the time periods studied and describe their impact on life at that time and on life today.</li> <li>Find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.</li> <li>Explain the different ways that the past can be represented and how this affects interpretation.</li> <li>Work with increasing independence to record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.</li> </ul>	<ul> <li>In Year 6 children will: <ul> <li>Talk confidently about the different periods of time studied, providing an accurate chronology.</li> <li>Make links within and across periods of history studied.</li> <li>Describe connections, identify contrasts and talk about trends over time to show understanding of chronology.</li> <li>Talk about significant individuals from the past and offer explanations for their actions.</li> <li>Provide reasons why some events, individuals, developments are seen as more significant than others.</li> <li>Find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.</li> <li>Give reasons for the different ways the past is represented and how this affects interpretation.</li> <li>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.</li> </ul> </li> </ul>	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.

Working historically – key concepts:								
Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and	Using sources as		
					decision making	evidence		
Can explain how the	Can sequence with	Understands that	Can rank or order	Can compare	Knows that decision	Can accept and		
author, audience	independence the key	change can vary in	causes according to	significance and use	making creates	reject sources based		
and purpose of	events, objects,	rate, scale, extent,	their impact and	criteria to order	conflict which can be	on valid criteria		
evidence might affect	themes, societies and	time and space	recognises the	events or people by	resolved by a	when carrying out		
its weight for a	people covered using	including identification	difference between	significance.	variety of methods.	particular enquiries		
purpose.	dates, period labels	of critical incidents,	primary and					
	and terms.	turning points and	secondary effects.					
		trends.						

# **Assessment Opportunities**

### Chronological understanding:

• We will order significant events, movements and dates on a timeline.

### Historical interpretation:

• We will evaluate evidence to choose the most reliable form.

### Historical understanding:

• We will make comparisons between the past and present explaining things which have changed and things which have stayed the same.

## Knowledge and understanding:

• We will describe how historical events affect/influence life today.