

Beit Shvidler Primary School – History skills progression document Year 5



What are the aims and intentions of this curriculum? Year 5					
That children understand the key themes which run through our curriculum:					
Civilisation and Society Conflict and Invasion Exploration and Invention Hierarchy and Power Significant Figures and Events					
Term	Topic	Knowledge	Skills	Assessment	
Autumn	What do we find out when we open an ancient tomb?	Identify the location of the Shang on a map of China and describe physical features of the land. Describe the roles of different members of Shang society. Describe a range of artefacts and know what they were made of and what they were used for Explain what oracle bones were and how the Shang used them. Who Fu Hao was and why the discovery of her tomb was significant.	Chronological Understanding: Understanding of time – smaller and longer periods of time. Comparing events that were happening simultaneously in different locations. Understanding of different phases within periods. Identification of key features of a time phase. Knowledge of aspects of a studied time period. Answering the question – what was it like to live in this period of time? Historical Knowledge of Events, Change, Continuity and Significance: Understanding and evaluation of changes within and across time periods. Evaluating and interpreting historical events. Understanding that interpretations change across sources of evidence and periods of time. Understanding of why		

			<p>certain interpretations exist within a historical context.</p> <p>Using Evidence, Historical Investigations and Enquiry: Use a range of evidence to build up a picture of past events.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet to research with increasing confidence</p>		
Spring	Were the Vikings only interested in fighting?	<p>Develop a chronologically secure knowledge and understanding of British and world history</p> <p>To address and devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Construct informed responses about Vikings raids the actions of King Ethelred II and the introduction of Danegeld</p> <p>Responses to selection and organisation of relevant historical information about Viking life</p> <p>Address similarity, difference and significance about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain</p> <p>Understanding of British and world history, establishing clear narratives within and across the periods</p>	<p>Chronological Understanding: Understanding of time – smaller and longer periods of time. Comparing events that were happening simultaneously in different locations.</p> <p>Understanding of different phases within periods.</p> <p>Identification of key features of a time phase.</p> <p>Knowledge of aspects of a studied time period. Answering the question – what was it like to live in this period of time?</p> <p>Historical Knowledge of Events, Change, Continuity and Significance: Understanding and evaluation of changes within and across time periods.</p> <p>Evaluating and interpreting historical events.</p>		

			<p>Understanding that interpretations change across sources of evidence and periods of time. Understanding of why certain interpretations exist within a historical context.</p> <p>Using Evidence, Historical Investigations and Enquiry: Use a range of evidence to build up a picture of past events.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet to research with increasing confidence.</p>		
Summer	Would you like to work in a Victorian factory?	<p>To understand the main factors in the creation of industrial Britain.</p> <p>To understand how new forms of power were used during the Industrial Revolution.</p> <p>To explain how child labour changed in factories during the Industrial Revolution.</p> <p>To research what life would be like in a workhouse</p>	<p>Chronological Understanding</p> <p>Know and sequence key events in time studied.</p> <p>Use relevant dates, terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Historical Knowledge of Events, Change, Continuity and Significance</p> <p>Study different aspects of life during a time period for different people.</p> <p>Compare one aspect of life with another in the time studied.</p>		

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			<p>Find out about beliefs, behaviour and characteristics of people in different time periods. Using Evidence, Historical Investigations and Enquiry Consider ways of checking the information in different sources. Use a range of evidence to build up a picture of past events. Select relevant sections of information. Use the library and internet to research with increasing confidence.</p>		
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