

History Curriculum Map & Skills Progression



Year 5 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Non-statutory) A significant turning point in British history, for example, the first railways or <u>the Battle of Britain</u> [Linking to WW2 mini theme – Battle of Britain]</p> <p>Pupils should: regularly address historically valid questions about <u>change and cause, similarity and difference, and significance.</u></p> <p>Britain's settlement by Anglo-Saxons and Scots. (Non-Statutory) Anglo-Saxon invasions, settlements and kingdoms: place names and village life. (Non-Statutory) Christian conversion – Canterbury, Iona and Lindisfarne. [Linking to a study on the struggle for the Kingdom of England]</p>		<p>Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen from: <u>early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</u></p> <p>Pupils should: regularly address historically valid questions about <u>change and cause, similarity and difference, and significance.</u> [Recapped and progressed throughout KS2]</p> <p>Pupils should: <u>note connections, contrasts and trends over time.</u> [Recapped and progressed throughout KS2]</p> <p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

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<p>Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Pupils should: regularly <u>address and devise</u> historically valid questions about <u>change and cause, similarity and difference, and significance.</u></p> <p>[Recapped and progressed throughout KS2]</p> <p>Pupils should: <u>note connections, contrasts and trends over time.</u></p> <p>[Recapped and progressed throughout KS2]</p> <p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>[Recapped and progressed throughout KS2]</p> <p>Pupils should: understand how our knowledge of the past is constructed from a range of sources.</p>		<p>[Recapped and progressed throughout KS2]</p> <p>Pupils should: understand how our knowledge of the past is constructed from a range of sources.</p> <p>[Recapped and progressed from Y4 curriculum]</p>
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[Recapped and progressed from Y4 curriculum]		
Year 5 Key Skills		
<p>Know and understand the history of our islands as a coherent, chronological narrative, from the earliest times to the present day.</p> <p>In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</p> <p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p>		<p>Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <p>Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</p> <p>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</p>

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Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.		
Year 5 Knowledge and Sequence		
<p>Anglo-Saxons and Vikings with links to Geography</p> <ul style="list-style-type: none"> Where did the Anglo-Saxons come from and where did they settle? Include the Scots. Anglo-Saxon village life. Viking invasion of Britain. Residential trip to Lindisfarne. Viking raids and invasion of Lindisfarne (Domesday stone). Origins of counties. The Danelaw agreement. How York has changed over time. (Geography link) 6-figure grid references using York (identify key human and physical features) (Geography link) Anglo-Saxon settlements – natural resources, trade links and markets. Edward the confessor and his death in 1066 – timeline of events. <p>WW2 Week – Battle of Britain</p>		<p>Islamic Golden Age</p> <ul style="list-style-type: none"> Islamic Golden Age – locate the Islamic Empire and understand its impact on the world. Inventions that changed the world. The Silk Road – trade during the Islamic Golden Age (locate Baghdad). Caliph Al-Mansur and the Round City. The House of Wisdom. The fall of the Islamic Empire.

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Year 5 Vocabulary

Anglo-Saxons Jutland Mercia Northumbria King Harold Battle of Hastings William of Normandy Chieftain Sutton Hoo Gunpowder Plot Day Guy Fawkes Houses of Parliament Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism Robert Catesby John/ Christopher Wright Lord Monteaale	Vikings Danelaw Mercia Lindisfarne invasion Runes Christianity Raid settler/settlement Pagan Monastery WW2 Week Remembrance Invasion Britain Luftwaffe Royal Air Force Spitfire Blitzkrieg Allies		Early Islam Civilisation Islamic Golden Age House of Wisdom Baghdad AD900 AH (Anno Hegirae) Abbasid Dynasty Caliph Caliphate Muslim Empire of the Caliphate The Round City The Silk Road
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