**Knowledge, Skills and Understanding Progression – History: Year 5**

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| **Y5** | **National Curriculum Requirements of History at KS2** | | | |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | |
|  |  | Term 1 | Term 2 | Term 3 |
| **Historical enquiry:** | * To evaluate the validity of different theories in order to answer a question. * To appreciate how a range of primary and secondary sources provide us with evidence about people living at that time. * To regularly address and devise historically valid questions about significance * To examine archaeological evidence and compare to written evidence from that time for context. * To research using websites given and to begin to develop independence in selecting and evaluating the reliability of sources. | Anglo Saxons | Vikings | Journeys |
| **Knowledge:** | * To describe historical events from the different period/s they are studying/have studied. * To make comparisons between historical periods; explaining things that have changed and things which have stayed the same. * To identify and explain the reasons people have journeyed to and from the UK, and make links to previous units studied such as the Anglo Saxons and the Vikings. | Anglo Saxons | Vikings | Journeys |
| **Chronological understanding:** | * To use dates and historical language in their work. * To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. * To use mathematical skills to work out exact time scales and differences as need be | Anglo Saxons | The Vikings | Journeys |
| **Interpretation:** | * To begin to appreciate that how we make decisions has been through a Parliament for some time. * To appreciate that significant events in history have helped shape the country we have today. * To show a good understanding as to how journeys have changed over the years. | Anglo Saxons | The Vikings | Parliament  Week  Journeys |