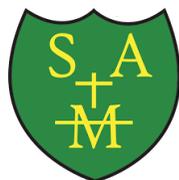


History at St Augustine's Catholic Primary School



Y5 End Points

	Autumn	Spring	Summer
	<p>Industrial Revolution Victorian Britain</p> <p>What was the Industrial Revolution and how did impact on Britain?</p>	<p>Crime and Punishment</p> <p>How has crime and punishment changed over time?</p>	<p>Changing Power of the Monarchy</p> <p>How did the monarchs lose their power?</p>
Pupils will be able to...			
	<p>Explain what the Industrial Revolution was and how it changed Britain.</p> <p>Understand some of the key inventions at the time and how they changed ways of working.</p> <p>Describe the significance of key inventions such as railways.</p>	<p>By the end of the unit, pupils will understand what is meant by the terms 'crime' and 'punishment' and how societies' views have changed over time.</p> <p>Pupils will recognise similarities and differences between what is considered a crime and identify how the level and severity of punishment has changed over time.</p> <p>Pupils should begin to understand how the tolerance and attitudes towards crime and punishment are linked with changes in different societies and can be linked to social status within the historical periods.</p>	<p>Know the terms 'absolute monarchy' and 'constitutional monarchy' and be able to identify British monarchs for both systems.</p> <p>Recognise and describe the differences between both systems.</p>

	<p>Understand how the Industrial Revolution changed working conditions in Britain.</p> <p>Identify the Victorian era.</p> <p>Identify the three social classes and explain how living conditions differed between the rich and the poor in Victorian Britain.</p> <p>Understand the attitudes towards the poor in Victorian Britain.</p> <p>Explain what workhouses were and what the conditions were like.</p> <p>Explain the significance of key individuals such as Lord Shaftesbury, Dr Barnardo and George Stephenson. Build a historical account of the past by using primary sources.</p> <p>Critically analyse a historical interpretation.</p>	<p>These changes will be recorded chronologically and with accuracy.</p> <p>Pupils will be able to consider the scale of punishment assigned to similar crimes over time and evaluate the impact and fairness of the punishment levied.</p> <p>Finally, pupils will bring their learning together to be able to analyse how the nature and impact of crime and punishment has changed over time.</p>	<p>Know how the power of the monarchy has declined over time, understanding 'change and continuity,' cause and consequence,' 'long/short term,' 'significance,' 'evidence.'</p> <p>Know the significant events that occurred within key monarchs' rules and place them on a timeline, for example, The Harrying of the North, Magna Carta</p> <p>Be able to show how these events link to the decline of the various monarchs' power, for example, who takes some of the King's power with Magna Carta?</p> <p>Have an understanding of source reliability, as well as understanding the difference between primary and secondary source material.</p>
<p>Developing understanding of Chronology</p>	<p>Use historical language to talk about events and when the e.g. before, then, now, after.</p> <p>Pupils will be able to understand the concept of change and how significant or long-lasting the effect of key developments were.</p>	<p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p>	<p>Understand where monarchs and events within their rules 'fit' in history</p> <p>Help pupils understand the concept of change over time</p>

	<p>Chronologically order life events for individuals such as George Stephenson and William Towers to understand what their life experience may have been like.</p>	<p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>	<p>Use dates and terms accurately in describing events</p>
<p>Communicating History</p>	<p>Use historical terms</p> <p>Change- Continuity – Cause- Consequence Chronology- Evidence – Source - Interpretation</p> <p>Use historical vocabulary</p> <p>Industrial – Revolution – Agriculture Economic – Invention - Export Census - Labour – Collieries Monarch - Victorian - Era</p> <p>Laissez Faire – Social – Reform Welfare – Class – Society Poverty – Population - Sanitation</p> <p>Discuss and reach conclusions about the accuracy of historical sources of evidence.</p>	<p>Use historical terms and vocabulary <i>(including tier 2 vocabulary and tier 3 vocabulary).</i></p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p>	<p>Use historical terms</p> <p>Change- Continuity – Cause- Consequence Chronology- Evidence</p> <p>Use historical vocabulary</p> <p>Monarch - Heir Hereditary - Constitutional monarchy Absolute monarchy - Sovereign Rebellion -Reliability - Source Evidence - Magna Carta Baron - Parliament - Aristocracy Succession- Abdication</p>
<p>Investigating the Past</p> <p>Historical Enquiry</p>	<p>Develop source analysis and comprehension skills to discern what individual sources tell us about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Interpretation of evidence through analysis of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p> <p>Conduct historical enquiry about the reliability of sources.</p>	<p>Understand the difference between primary and secondary sources of evidence</p> <p>Use sources of evidence to deduce information about the past</p>

	<p>Critically consider why different sources and interpretations may give different views of the past.</p> <p>Analyse a wide range of evidence in order to justify claims about the past.</p> <p>Use primary and secondary sources to reach judgements.</p>		<p>Analyse a wide range of evidence in order to justify claims about the past</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p>
<p>Thinking like a Historian</p>	<p>Understand how the landscape of Britain changed dramatically after the Industrial Revolution.</p> <p>Understand the impact of significant individuals such as George Stephenson, Lord Shaftesbury and Dr Barnardo.</p> <p>Understand and explain the extent of change during the industrialisation of Britain.</p> <p>Reach a judgement, based upon evidence, on key questions about life in Victorian Britain.</p>	<p>Change and continuity - pupils will consider changes in what constitutes a crime and the associated punishments that have been identified in different time periods. Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about.</p> <p>Cause and consequence - pupils will consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention.</p> <p>Significance - pupils will consider the significance of the crime within society and whether the level of punishment was reflective of the crime. Consideration will be made around the significance of changing attitudes.</p>	<p>Understand where there is change and continuity across time periods</p> <p>Identify cause and consequence for events</p> <p>Recognise similarity and difference within a period/situation</p> <p>Explain the significance of events or people.</p>