

## Year 5 History Curriculum

### History Cornerstone Topics

Topics lending to History	2014 National Curriculum Links	Resources
Traders and Raiders (Lady of Shallot)	<p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<ul style="list-style-type: none"> <li>♦ <a href="#">Anglo Saxon runes alphabet sheet</a> A decoding activity in which pupils translate key words.</li> <li>♦ <a href="#">Anglo Saxon medium-term plan</a> A fully-resourced 14-week plan that covers a range of aspects of Anglo Saxon life.</li> <li>♦ <a href="#">Anglo Saxon enquiry lesson plans</a> Two lesson plans that focus on pupils using the internet to research facts about Sutton Hoo.</li> <li>♦ <a href="#">An Anglo Saxon settlement</a> A sheet that gives students the opportunity to draw a picture of a settlement.</li> </ul>
Traders and Raiders (Beowulf)	<p><i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</i></p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<ul style="list-style-type: none"> <li>♦ <a href="#">Tracking down the Vikings in Britain</a> A colourful booklet with key facts and activities about the Vikings.</li> <li>♦ <a href="#">Viking PowerPoint presentations</a> A selection of presentations about Vikings, including ones on raids and their effects on Britain.</li> <li>♦ <a href="#">Viking and Saxon Britain</a> Lessons on the Vikings and invasions up until 1066.</li> <li>♦ <a href="#">Edward the Confessor</a> An information sheet about the reign of Edward the Confessor.</li> </ul>

## Local History / Geography Week

### National Curriculum Links

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – **Belle Vue Zoological Gardens**

## Knowledge skills and understanding breakdown

Chronological Understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Show on a time line, the changes that they have identified.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe similarities and differences between some people, events and objects (artefacts) they have studied.</li> <li>• Describe how some of the things they have studied from the past affect life today.</li> </ul> <p>Describe different key events from different periods of history, thinking about what has changed and what has stayed</p>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the</li> </ul>

<p>use of historical terms.</p> <ul style="list-style-type: none"> <li>• Show on a time line, the changes that they have identified.</li> </ul>	<p>the same.</p> <ul style="list-style-type: none"> <li>• Explore how significant events have shaped the country we have today.</li> </ul>	<p>past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• Know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>• Give clear reasons why there may be different accounts of history.</li> <li>• Use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions.</li> </ul>
<p>Can they use dates and historical language in their work?</p> <ul style="list-style-type: none"> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history,</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that</li> </ul>	<p>Can they test out a hypothesis in order to answer a question?</p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and</li> </ul>

<p>when famous people lived, etc.?</p> <ul style="list-style-type: none"><li>• Can they use their mathematical skills to work out exact time scales and differences as need be?</li></ul>	<p>have changed and things which have stayed the same?</p> <ul style="list-style-type: none"><li>• Can they explain the role that Britain has had in spreading Christian values across the world?</li><li>• Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</li><li>• Do they appreciate that significant events in history have helped shape the country we have today?</li><li>• Do they have a good understanding as to how crime and punishment has changed over the years?</li></ul>	<p>past?</p>
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