

# Year 5 Scheme of Work – History

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
		<p><b>Previous learning: Y4 – Chronological Understanding</b></p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.            Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.            Using dates to work out the interval between periods of time and the duration of historical events or periods.            Using BC/AD/Century.            Sequencing eight to ten artefacts, historical pictures or events.            Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.            Placing the time studied on a timeline.            Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.            Noticing connections over a period of time.            Making a simple individual timeline.</p>					
		<p><b>Previous learning: Y4 – Disciplinary Concepts</b></p> <p>Identifying reasons for change and reasons for continuities.            Identifying what the situation was like before the change occurred.            Comparing different periods of history and identifying changes and continuity.            Describing the changes and continuity between different periods of history.            Identifying the links between different societies            To know that change can be brought about by advancements in transport and travel.            To know that change can be brought about by advancements in materials.            To know that change can be brought about by advancements in trade.            Identifying the consequences of events and the actions of people.            Identifying reasons for historical events, situations and changes.            To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p>		<p><b>Previous learning: Y4 – Substantive Concepts</b></p> <p>To understand the development of groups, kingdom and monarchy in Britain.            To know who became the first ruler of the whole of England.            To understand the expansion of empires and how they were controlled across a large empire.            To understand that societal hierarchies and structures existed including aristocracy and peasantry.            To understand some reasons why empires fall/collapse.            To be able to identify achievements and inventions that still influence our lives today from Roman times.            To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.            To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science            To know that there were different reasons for invading Britain.            To understand that there are varied reasons for coming to Britain.            To know that there are different reasons for migration.            To know that settlement created tensions and problems.            To understand the impact of settlers on the existing population.            To understand the earliest settlements in Britain.            To know that settlements changed over time.            To understand how invaders and settlers influence the culture of the existing population.            To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.            To know that education existed in some cultures, times and groups.            To know that communities traded with each other and over the English Channel in the Prehistoric Period.            To understand that trade began as the exchange of goods.            To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.            To understand that the Roman invasion led to a great increase in British trade with the outside world.            To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.            To understand that trade develops in different times and ways in different civilisations.            To understand that the traders were the rich members of society            To understand that there are different beliefs in different cultures, times and groups.            To know about paganism and the introduction of Christianity in Britain.            To know how Christianity spread.            To compare the beliefs in different cultures, times and groups.</p>			
				<p><b>Previous learning: Y4 – Historical Enquiry</b></p> <p>Understanding how historical enquiry questions are structured.            Creating historically-valid questions across a range of time periods, cultures and groups of people.            Asking questions about the main features of everyday life in periods studied, e.g. how did people live.            Creating questions for different types of historical enquiry.            Asking questions about the bias of historical evidence.            Using a range of sources to construct knowledge of the past.            Defining the terms ‘source’ and ‘evidence’.            Extracting the appropriate information from a historical source.            Selecting and recording relevant information from a range of sources to answer a question.            Identifying primary and secondary sources.            Identifying the bias of a source.</p>			

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<p>To know that advancements in science and technology can be the cause of change.          Identifying similarities and differences between periods of history.          Explaining similarities and differences between daily lives of people in the past and today.          Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.          Recalling some important people and events.          Identifying who is important in historical sources and accounts.          To know that significant archaeological findings are those which change how we see the past.          To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.          Using a range of sources to find out about a period.          Using evidence to build up a picture of a past event.          Observing the small details when using artefacts and pictures.          Identifying sources which are influenced by the personal beliefs of the author.          To know that archaeological evidence can be used to find out about the past.          To know that we can make inferences and deductions using images from the past.          Identifying and giving reasons for different ways in which the past is represented.          Identifying the differences between different sources and giving reasons for the ways in which the past is represented.          Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.          Evaluating the usefulness of different sources.          To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.          To know that assumptions made by historians can change in the light of new evidence.</p>		<p>Comparing and contrasting different historical sources.          Understanding that there are different ways to interpret evidence.          Interpreting evidence in different ways.          Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.          Making links and connections across a period of time, cultures or groups.          Asking the question “How do we know?”          Understanding that there may be multiple conclusions to a historical enquiry question.          Reaching conclusions that are substantiated by historical evidence.          Recognising similarities and differences between past events and today.          Communicating knowledge and understanding through discussion, debates, drama, art and writing.          Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments.          Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.          Creating a structured response or narrative to answer a historical enquiry.          Describing past events orally or in writing, recognising similarities and differences with today.</p>					
<p>5.1 WW2</p>	<p>5</p>	<ul style="list-style-type: none"> <li>To understand the causes of World War 2.</li> <li>To understand how the Battle of Britain was won.</li> <li>To make inferences about the Blitz using images.</li> <li>To understand the emotions and experiences of children during the evacuation.</li> <li>To evaluate the accuracy and reliability of sources.</li> <li>To identify the impact of WW2 on women’s lives.</li> <li>To explain why migrants come to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the causes of World War 2.</li> <li>Identify the different phases in the Battle of Britain.</li> <li>Make inferences and deductions about a photograph.</li> <li>Describe how children may have felt when evacuated.</li> <li>Evaluate the accuracy and reliability of sources.</li> <li>Describe the impact WW2 had on women’s lives.</li> </ul>	<p>Discussions Picture stimulus Timeline</p>	<p>Continuous throughout Observations Comparisons Presentation</p>	<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b></p> <p><b>A local history study</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>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.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may</p>	<p>Shared Reading/ Literacy – War Horse</p> <p>Geography – local area</p>

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						<p>exist, giving some reasons for this.</p> <p><b>English</b> <b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</li> </ul>	
5.2 Were the Vikings traders, raiders or something else?	5	<ul style="list-style-type: none"> <li>To explain when and why the Vikings came to Britain.</li> <li>To evaluate Viking stereotypes using sources.</li> <li>To investigate the importance of Viking trading routes.</li> <li>To compare different versions of Viking sagas and create a saga.</li> <li>To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.</li> <li>To evaluate achievements of the Vikings</li> </ul>	<ul style="list-style-type: none"> <li>Explain where the Vikings came from and why they invaded Britain.</li> <li>Sequence events according to their significance for groups of people.</li> <li>Find evidence and make inferences from sources.</li> <li>Name Viking trade routes.</li> <li>Explain why trade routes were important to the Vikings.</li> <li>Identify the differences between Viking sagas.</li> <li>Evaluate the impact of Viking achievements.</li> </ul>	<p>Discussions</p> <p>Picture stimulus</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Comparisons</p>	<p>Pupils should:</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>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</li> <li>Further Viking invasions and Danegeld.</li> </ul>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
5.3 Early Islamic Civilisation: Al-Andalus	6	<p>– review the early history of Islam including the 4 Caliphs and Baghdad. Understand the history of the Iberian Peninsula.</p> <p>– explore the events that lead to the Conquest of Spain.</p> <p>– explore the events that lead to the Conquest of Spain.</p> <p>– describe the beauty of Al-Andalus.</p> <p>- explain some of the significant achievements which were led by early Islamic scholars and evaluate the impact they made to the wider world.</p>	<p>- Place the caliphs and Muslim empires on a timeline.</p> <p>- Explain the various invaders of the Iberian Peninsula.</p> <p>- Say where and when the Romans and Visigoths invaded Spain.</p> <p>- Understand the events that lead to the Conquest of Spain.</p> <p>- Describe the ethnic tolerance and interfaith harmony present in Al-Andalus.</p> <p>- Describe the cultural and economic significance of Al-Andalus.</p> <p>- Understand and explain the impact of early Islamic achievements and discoveries made on the wider world.</p> <p>- Identify changes in Al-Andalus after the conquest.</p>	<p>Discussions</p> <p>Picture stimulus</p>	<p>Continuous throughout</p> <p>Observations</p>	<p><b>A non-European society that provides contrasts with British history</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may</p>	<p>Geography – vegetation, irrigation, gardens</p> <p>Islamic Studies/R.E – caliphate</p>

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		<p>- Ask and answer questions about Andalusian life. - Imagine that I am an Iberian, writing a diary before/after the Conquest of Al-Andalus.</p>			<p>exist, giving some reasons for this.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	
<p><b>Next learning: Y6 – Chronological Understanding</b> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Sequencing 10 events on a timeline.</p>			<p><b>Next learning: Y6 – Substantive Concepts</b> To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires. To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives. To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time. To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations. To know that trade routes from Britain expanded across the world.</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded</p>			

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	<p>in (e.g. silk, spices and precious metals.</p> <p><b>To understand that the expansion of trade routes increased the variety of goods available.</b></p> <p><b>To understand that the methods of trading developed from in person to boats, trains and planes.</b></p> <p><b>To understand the development of global trade.</b>  <b>To be aware of the different beliefs that different cultures, times and groups hold.</b></p> <p><b>To understand the changing nature of religion in Britain and its impact.</b></p> <p><b>To be aware of how different societies practise and demonstrate their beliefs.</b></p> <p><b>To be able to identify the impact of beliefs on society.</b></p>
<p><b>Next learning: Y6 – Disciplinary Concepts</b>          Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p> <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.          Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.          Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time          Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p>	<p><b>Next learning: Y6 – Historical Enquiry</b>          Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.          Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising ‘gaps’ in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.          Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p>

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<p>To know how historians select criteria for significance and that this changes. Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes. Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>	<p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources. Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p>
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