

Ashwell Primary School

History Curriculum

Year 5 - Knowledge and Skills Organiser



Year 5 Key historical skills to be developed in Year 5	Key vocabulary
<p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Place events, people and date from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3 and 4 Place world history events on a timeline. <p><u>Change and development</u></p> <ul style="list-style-type: none"> Discuss changes, similarities and differences. Deepen their understanding of trends/themes over time. Describe what life was like for different people living at the same point in history (rich/poor, military/civilians) <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> Ask and answer clear questions about the past Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects. <p><u>Significance and interpretation</u></p> <ul style="list-style-type: none"> Develop their understanding that historical knowledge comes from a range of sources, Understand that there can be many versions of the same events in history Give reasons why these may exist. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question Use a range of sources to help draw conclusions <p><u>Using sources of evidence</u></p> <ul style="list-style-type: none"> Understand that some evidence from the past is opinion, propaganda and that this affects interpretations of history Comment on the usefulness of different sources. 	<p>ancient modern era/period BC, BCE AD, CE century decade continuity/change interpretation/infer consequence first and second hand evidence significant reliable opinion propaganda conclusions</p>
<p>Prior knowledge / skills this builds on: Year 4</p> <p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Place events from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3 <p><u>Change and development</u></p> <ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore differences between different people living at the same time. Relate the different periods of history studied to the local area- e.g. Arbury banks <p><u>Cause and effect</u></p>	<p>What comes next: Year 6</p> <p><u>Chronological understanding and knowledge</u></p> <ul style="list-style-type: none"> Have a clear understanding of the order of the time periods that they have studied Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale <p><u>Change and development</u></p> <ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences. Discuss and debate trends and themes over time.

- Independently question the reasons behind historical events and changes.
- Give increasingly historically accurate answers to these questions.
- Describe how the events/people being studied have an impact on the modern world.

Significance and interpretation

- Ask and answer questions about how and why events/people are significant.
- Recognise what the lives of people in the past would have been like and how they might have felt

Historical enquiry

- Ask relevant questions about history and suggest sources of evidence that could be used to answer them.
- Recognise the difference between primary and secondary sources.
- Use historical terms correctly.

Using sources of evidence

- Understanding that historical knowledge comes from a range of sources.
- Look at two versions of the same events identifying how they are similar/different.
- Discuss the accuracy of modern depictions of historical events.

- Describe changes across an historical period e.g. social, political, cultural and technological

Cause and effect

- Independently ask and answer clear questions about the past
- Discuss and compare a range of plausible causes and effects.
- Investigate and describe how ancient civilisations can still have an impact on our life

Significance and interpretation

- Recognise that some events and people are more significant than others, and use evidence to back-up responses.
- Understand that historical knowledge comes from a range of sources,
- Make links between historical events, changes and cultures across a range of periods studied

Historical enquiry

- Consider the reliability and appropriateness of resources when using to answer a specific question.
- Draw conclusions on what happened based on the study of a range of sources.
- Identify ways in which an enquiry could be improved or extended

Using sources of evidence

- Use a range of sources to find out about an aspect of the past, understanding that there is often not a single answer to historical questions.
- Question the usefulness and accuracy of different sources of evidence

Year 5- Britain's settlements by Anglo- Saxons and Scots

Core Knowledge to be acquired:

- Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in AD 410 - what impact would this have had on everyday life?
- Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.
- Investigate life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions).
- Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'.
- Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne)

Key Vocabulary:

invade
settle
Sutton Hoo
archaeologist
Scots
Lindisfarne Priory
Iona Abbey
Canterbury Cathedral
pagan

Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore artefacts linked to the Anglo- Saxons
- Visit to West Stow Anglo- Saxon Village and Park

Year 5- Vikings

Core Knowledge to be acquired:

- Find out who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)
- Explore Viking raids and the invasion of Britain.
- Examine Viking tactics and weapons, discovering why long ships were so effective.
- Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc.
- Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute.
- Plot all of the above on an annotated timeline.

Key Vocabulary:

invade
settle
longboat
kingdom
Danegeld
raid
Norse
Odin
Thor
Danelaw

Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore artefacts linked to the Vikings

Year 5- World War 2

Core Knowledge to be acquired:

- Understand and describe key facts e.g. who fought in the War, (including the contribution made by Commonwealth soldiers) why it is called a "world" war, the reasons why it was fought.
- Identify how it was similar / different to previous wars (e.g. in WW1).
- Identify the impact of the war including the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee.
- Investigate and describe how the role of women changed in the WW2
- Understand and describe key events in WW2 and consider key 'Turning points' e.g. The Battle of Britain
- Explain what the holocaust was and why it happened.
- Identify how victims of war are remembered, including visit to local war memorial.

Key Vocabulary:

Neville Chamberlain
tank
Blitz, evacuee
Nazi
German
soldier
Anderson shelter
Winston Churchill
air raid shelter
ration book
Adolf Hitler
land girls / munitions

Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore artefacts linked to WW2
- Visit to Duxford
- Local link- visit the local War memorial

Prior knowledge / skills this builds on:

British History

Year 4 Remembrance
Year 4- Changes in Britain from the Stone Age to the Iron Age

What comes next:

British History

Year 6- Entertainment and Leisure- The changes in entertainment and leisure during the 20th Century

World History

Year 6- Ancient Greeks
Year 6 A non- European society - Mayan civilization
Year 6- Maya Civilisation -Study of a non -European society that provides contrast with British History