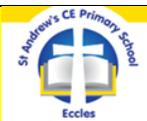


History – Year 5



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| <p><u>Honesty</u> Describe feelings Be honest when something hasn't gone right</p> | | <p><u>Love</u> Understand how love can be depicted through artists in history. How individuals give their love to help others. How love can be expressed.</p> | | <p><u>Forgiveness</u> Forgiving mistakes Understanding that people make mistakes through poor choices Should execution have happened? What happened when they didn't have rules/laws?</p> | | <p><u>Respect</u></p> <ul style="list-style-type: none"> Respecting other people's opinions Respect for others personal lives | | <p><u>Cultural Capital Opportunities</u></p> <ul style="list-style-type: none"> Anglo Saxons visit- Tatton Park Scots Vikings- conduct music Invite a Viking to school Share research projects to the rest of the school- teach parents a lesson/ other classes. | | | | |
| <p><u>A Love Of Language</u> see key skills below <u>Reading:</u> Read different sources. <u>Listening:</u> Opportunities to listen to videos of sources. <u>Speaking:</u> Opportunities to speak and listen to others to share our thoughts on events. Being able to speak about our own lives. <u>Writing:</u> Write about different events from our past.</p> | | <p><u>Aspirations</u> Aspiring to make your own history in life Aspiring to achieve a career they want. Standing up for what you believe in.</p> | | <p><u>Bringing Learning To Life</u> Role play of different significant people e.g. Mary Queen of Scots. Make a Viking longboat Make a Viking helmet. Learn the Horrible Histories Viking Song Use Scratch to make own invasion of Lindisfarne.</p> | | <p><u>Emotional Well-Being</u> Understanding why people argue Being able to regulate emotions Understanding others points of view</p> | | <p><u>Resilience</u> Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree Understand the problems that individuals have overcome to succeed.</p> | | <p><u>Valuing Our Diversity</u> Understanding that different people have different beliefs.</p> | | <p><u>Respect and Responsibility</u> We are responsible for our own actions. We value others beliefs. Understand that our actions have consequences.</p> |
| What will they learn? | | | | In what order? | | | | | | | | |
| Key Concepts | | Key Skills | | Autumn | | Spring | | Summer | | End points | | |

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| <ul style="list-style-type: none"> • Historical Enquiry linking to key dates in this historical period. • Explore Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | <p><u>Chronology</u> Show their secure knowledge by:</p> <ul style="list-style-type: none"> • Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...) • Identifying where periods studied fit into a chronological framework by noting the connections, trends and contrasts over time • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day <p><u>Events, people and change.</u></p> <p>Show their knowledge and understanding of local,</p> | <p>Anglo Saxons and Scots</p> <p>Explore Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history eg Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. (Link back to the Romans in Year 4) • Give own reasons why changes may have occurred, backed up by evidence. • Identifying where periods studied fit into a chronological framework by noting the connections, trends and contrasts over time • Show their knowledge and | <p>Vikings</p> <p>Historical Enquiry into The Vikings linking to key dates in this historical period.</p> <ul style="list-style-type: none"> • Christian conversion- Canterbury, Iona and Lindisfarne. • Viking sagas • Viking raids and invasions • Explore Danegald • Viking mythology • Sequencing significant Viking events, movements and dates on a timeline. • Identifying where periods studied fit into a chronological framework by noting the connections, trends and contrasts over time | <p>Normans</p> <p>Edward the Confessor/William the Conqueror / Normans</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Plan and present a self-directed project research about the studied period. • Understand that some evidence from the past is propaganda, opinion or misinformation. • Give reasons why there may be different accounts in history (e.g. Viking raids and invasion) • Evaluate evidence to choose the most reliable forms. • Describe how historical events | <p><u>Autumn:</u></p> <ul style="list-style-type: none"> • Describe the main changes in a period of history. • Provide key facts about the Anglo-Saxons/Scots and show it chronology on a timeline. • Describe Lindisfarne • Communicate ideas from the past using different genres of writing, drawing, diagrams, drama, storytelling and computing. |
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| | <p>national and international history by:</p> <ul style="list-style-type: none"> • Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind • Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history • Establishing a narrative showing connections and trend within and across periods of study <p><u>Communication</u></p> <ul style="list-style-type: none"> • Produce structured work that makes connections, draws some contrasts, frame historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p><u>Enquiry, interpretation and sources</u></p> <ul style="list-style-type: none"> • Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been | <p>understanding of local, national and international history by describing people, events and artefacts.</p> <ul style="list-style-type: none"> • Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind • Make links between some of the features of past societies e.g <p>-religion (Christian conversion- Canterbury, Iona and Lindisfarne). -houses (Anglo-Saxon invasions, settlements and kingdoms: place names and village life) -society (Scost invasion from Ireland to North Britain- now Scotland) -technology</p> <ul style="list-style-type: none"> • Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history (eg Anglo-Saxon art and culture) • Establishing a narrative showing connections and | <ul style="list-style-type: none"> • Know and understand the history of these periods as a coherent, chronological narrative, from the earliest times to the present day • Show their knowledge and understanding of local, national and international history • Describe the main changes in a period of history. • Produce structured work that makes connections and draws some contrasts • Ask valid questions of involving historical information using appropriate dates and terms. • Choose reliable sources of information to find out about the past. | <p>studied affect/ influence life today (e.g. Anglo-Saxon laws and justice)</p> <ul style="list-style-type: none"> • Identifying where periods studied fit into a chronological framework by noting the connections, trends and contrasts over time • Show their knowledge and understanding of local, national and international history • Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires (eg resistance by Alfred the Great and the Athelstan, first king of England). • Characteristic features of non-European societies; achievements and follies of mankind • Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history • Establishing a narrative showing connections and trend within and | <p><u>Spring:</u></p> <ul style="list-style-type: none"> • Sequencing significant Viking events, movements and dates on a timeline • Ask valid questions about this period in time. • Choose reliable sources. <p><u>Summer:</u></p> <ul style="list-style-type: none"> • Plan and present a self-directed project research about the studied period. • Explain why some evidence from the past is propaganda, opinion or misinformation. • Describe a significant person in history from this time period and the reasons why he is considered to be important. |
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| | <p>constructed, and establish evidence for particular enquiries.</p> <ul style="list-style-type: none"> • Begin to recognise why some events, people and changes may be judged as more historically significant than others | <p>trend within and across periods of study.</p> <ul style="list-style-type: none"> • Communicate ideas from the past using different genres of writing, drawing, diagrams, drama, storytelling and computing. • Produce structured work that makes connections, draws some contrasts, frame historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. • Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries | | <p>across periods of study</p> <ul style="list-style-type: none"> • Produce structured work that makes connections, draws some contrasts, frame historically-valid questions of involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. • Begin to recognise why some events, people and changes may be judged as more historically significant than others e.g. (Edward the Confessor and his death in 1066) | |
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