

History Curriculum Coverage Year 5

Progression	Intent			Implementation		Impact	
Skills knowledge the children should already have	Autumn 1 Anglo Saxons	Autumn 2 Vikings	Summer 1 Victorians	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
<p><i>Understand chronology of significant civilisations and ruling families.</i></p> <p><i>To be able to compare different times in history.</i></p> <p><i>To describe places from a different time period.</i></p> <p><i>To research historical events.</i></p> <p><i>To research historical civilisations and understand how they impact the modern world.</i></p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>NC – Develop a chronologically secure understanding of British history. Develop appropriate use of historical terms. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>NC – Develop a chronologically secure understanding of British history. Develop appropriate use of historical terms. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>NC – Develop a chronologically secure understanding of British history. Develop appropriate use of historical terms. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions. Devise questions about change, cause, similarity and difference and significance.</p>	<p>Enquiry: detective work; questioning, investigating, discussing possibilities</p> <p>Oral history, eye-witness accounts, memories</p> <p>Story: the narrative of history</p> <p>Observation: of artefacts and pictures</p> <p>Drama and role-play to foster imagination and empathy</p> <p>Time traveler visits</p> <p>Time capsule</p>	<p>To understand chronology of significant civilisations.</p> <p>To be able to compare different times in history.</p> <p>To describe places from a different time period.</p> <p>To research historical events.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts.</p> <p>Devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Anglo-Saxon, conversion, invade, kingdom, monastery, monk, Pagan, settlement, society, tribe, village,</p> <p>Anglo-Saxon, berserker, Christianity, conquest, Dane, Danelaw, invader, Lindisfarne monastery, pillage, rune, Scandinavia, settlement,</p> <p>invention, workhouse, board schools, monitors, slates, acts of Parliament, factory report, law, politician, House of Lords, factories, mines, supervisor, inspector, machinery, industrial revolution</p>	<p>Who were the Anglo-Saxons? Can you add them to a timeline? What do you know about the 7 kingdoms? What was life like in an Anglo-Saxon village? How did Anglo-Saxons write? What were Pagans and what did they believe? What were hillforts?</p> <p>Who were the Vikings and where did they come from? Why and how did the Vikings invade? What was the relationship between the Anglo-Saxons and Vikings like? Which were the key battles during Viking times? What can we learn from Viking relics? How and why did the Viking era end?</p> <p>When was the Victorian era? What are the key events of that era? What was life like for Victorian people? What was the industrial revolution? How did it change Victorian Britain? Can you describe some of the main advances in knowledge and technology from this era?</p>