

YEAR 5 HISTORY CURRICULUM			
The Roman Empire and its Impact on Britain		Anglo-Saxons and Scots	Islamic Civilisations
NATIONAL CURRICULUM	Pupils should be taught about: • Changes in Britain from the Stone Age to the Iron Age; • The Roman Empire and its impact on Britain; • 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; • A local history study; • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		
CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST PROGRESSION OF SKILLS	HISTORICAL INTERPRETATION PROGRESSION OF SKILLS	HISTORICAL ENQUIRY PROGRESSION OF SKILLS
* Know and sequence key events of time studied. (Chronology) * Use relevant terms and period labels. (Chronology) * Make comparisons between the period studied and a different period of time in the past. (Chronology)	* Compare an aspect of life with the same aspect in another period. (Everyday Life) * Compare life to a late time studied. (Everyday Life) * Study different aspects of different people - differences between men and women. (Significant Events/People) * Examine causes and results of significant events. (Significant Events/People)	* Offer some reasons for different versions of events. (Report and Conclude) * Compare an aspect of life with the same aspect in another period. (Compare and Contrast)	* Use the library and internet for research with increasing confidence. (Research, Interpretation and Analysis) * Ask a variety of questions and be able to give plausible answers. (Research, Interpretation and Analysis) * Begin to identify primary and secondary sources. (Artefacts and Sources) * Use a range of evidence to build up a picture of a past event. (Artefacts and Sources) * Select relevant sections of information from sources. (Artefacts and Sources)
ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS 		* Communicate their knowledge through: * Discussion * Drawing pictures * Drama/role play * Making models * Writing	* Using ICT * Recall, select and organise historical information * Communicate their knowledge and understanding. (Communication)
CHRONOLOGY ASSESSMENT DESCRIPTOR	EVENTS PEOPLE AND CHANGES PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR	INTERPRETATION, ENQUIRY AND USING SOURCES ASSESSMENT DESCRIPTOR	COMMUNICATION PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR
✓ To be able to use dates and appropriate historical terms to sequence events and periods of time; ✓ To be able to identify where people, places and periods of time fit into a chronological framework; ✓ To be able to describe links and contrasts within and across different periods of time including short-term and long-term time scales.	✓ To be able to describe some aspects of Britain's settlement by Anglo-Saxons and Scots; ✓ To be able to demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world; ✓ To be able to describe key aspects of a non-European society such as the early Islamic civilisation.	✓ To be able to use a wider range of sources as a basis for research to answer questions and to test hypotheses; ✓ To be able to recognise how our knowledge of the past is constructed from a range of sources. ✓ To be able to evaluate sources and make simple inferences; ✓ To be able to choose relevant sources of evidence; ✓ To be able to support particular lines of enquiry.	✓ To be discuss and debate historical issues; ✓ To be able to use appropriate vocabulary when discussing and describing historical events. ✓ To be able to construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms; ✓ To be able to choose relevant ways to communicate historical findings.