



## Y5 History overview 2022-23

History Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding Historical Enquiry Knowledge and Interpretation		
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Can use dates and historical language in their work</li> <li>Can draw a timeline showing different time periods</li> <li>Can place a specific event on a timeline /when famous people lived/</li> <li>Can ask questions about historical events</li> <li>Can research facts about differences/similarities between different periods of history</li> <li>Can place features of historical events and people from past societies</li> <li>Can place periods in chronological order</li> <li>Can create timeline about specific features /medicine, weaponry, transport etc./</li> <li>Can use the web and books /different resources to gather information about historical events</li> <li>Can ask questions about change, cause, similarity and difference</li> <li>Can appreciate that some ancient civilization showed greater advancements than people who lived centuries after them</li> <li>Can summarise the main events from a specific period in history</li> <li>Can explain the order of key events</li> </ul>	<ul style="list-style-type: none"> <li>Modelled research of British, local and world history</li> <li>Opportunities to describe historical events from different periods</li> <li>Opportunities to ask questions about connections, contrasts and trends over time</li> <li>Modelled skill in how to research knowledge of past from a range of sources</li> <li>Opportunities to make comparisons between historical periods</li> <li>Discussions for explaining things that have changed and things which have stayed the same</li> <li>Exposure to different versions of past events that exist and modelled interpretation of these resources</li> <li>Opportunities to present information and findings such as explaining the role that Britain has had spreading Christian values across the world and explaining why certain objects were different in the past</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop knowledge about the wider world, beyond their immediate life time and area</li> <li>Pupils understand basic subject-specific vocabulary relating to history and chronology</li> <li>Pupils understand the value of map use/ finding historical places and routes of explorers on a variety of different maps</li> <li>Pupils will extend their knowledge and understanding beyond the local area to include a contrasting locality</li> <li>Understand how History reflects a community and culture through customs, food, skills, values and the arts</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> <li>Field studies off-site</li> <li>Visits to centres of historical interest</li> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM1:</b> <b>Crime and Punishment</b>  <b>Study of a non-European civilization- early Islamic civilizations in Baghdad; Mayan; in Benin</b>	Most children will be able to... (working at)  Some children will not yet be able to...(working towards)  Some children are confidently able to... (exceeding)		
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Can test out a hypothesis in order to answer questions</li> <li>Can explain how historical artefacts have helped us understand more about British lives in the present and past</li> <li>Can identify and explain their understanding of propaganda</li> <li>Can describe a key event from Britain's past using a range of evidence from different sources</li> <li>Can explain why there may be different interpretations of events</li> <li>Can imagine why something happened</li> <li>Can create hypothesis</li> <li>Can investigate reasons for events and actions – drawing conclusions</li> <li>Can research the life of one person who had an influence on the way Great Britain is now divided into four separate countries</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore particular focus for research – for example, explaining how plagues and other major events have created huge differences to the way medicines and health care was looked at</li> <li>Opportunities to research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> <li>Opportunities for summarising after note taking – for example in summarising what Britain may have learnt from other countries</li> </ul>			<b>TERM2:</b> <b>British History beyond 1066: Our Monarchs- Queen Victoria, King John, Queen Ann</b>			
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>Can suggest relationships between causes in history</li> <li>Can trace the main events that define Britain's journey from a mono to a multi-cultural society</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of historical maps</li> <li>Planned opportunities to investigate different types of resources</li> </ul>						
<b>Maths links</b>	<ul style="list-style-type: none"> <li>Can use mathematical skills to work exact time scales and differences</li> <li>Can make a timeline to show data over time</li> <li>Can compare distances on a map or in time</li> </ul>	<ul style="list-style-type: none"> <li>Observational and recording opportunities to be part of lessons where applicable</li> </ul>			<b>TERM3:</b> -			
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 history curriculum</li> <li>Can resolve conflicts and differing opinions should these arise</li> <li>Can reflection on choices and justify these</li> <li>Can investigate and offering views on ethical issues in topics studied</li> <li>Can shows a willingness to explore and understand cultures from various historical eras</li> <li>Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and undertaking trips</li> </ul>	<ul style="list-style-type: none"> <li>Plan for trips to museums and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of historical interest</li> </ul>						