



Y5 History overview 2019-20 *Crime and Punishment, Study of Mayan civilization, Study of a British Monarch*

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