



Year 5 History

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Show a chronologically secure knowledge and understanding of local, national and global history	I1 Recognise when they are using primary and secondary sources of information to investigate the past	H1 Show an awareness of the concept of propaganda and censorship
C2 Able to tell the story of events within and across the time periods studied	I2 Select relevant sections of information to address historically valid questions and construct detailed, informed responses	H2 Consider a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
C3 Describe connections, contrasts and trends over short and longer time periods	I3 Use a wide range of different evidence to collect evidence about the past	H3 Consider different ways of checking the accuracy of interpretations of the past;
C4 Order an increasing number of significant events, movements and dates on a timeline using dates accurately;	I4 Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context	H4 Realise that there is often not a single answer to historical questions
C5 Accurately use dates and terms to describe historical events;		H5 See the relationship between different periods and the legacy or impacts for people today
C6 Know and describe in some detail the main changes to an aspect in a period of history being studied		

Year 5 Topic Coverage

Autumn	Spring	Summer
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What was the impact of World war 2 on Britain?	How did Britain Change between the end of the Roman occupation and 1066?	Who were the Mayans and what have we learned from them?
<p>Legacy, Work & Trade, Everyday Life</p>	<p>Legacy, Work & Trade, Everyday Life</p>	<p>Legacy, Work & Trade, Everyday Life</p>
<p>To be taught this term: C1, C3, C4, C5, C6, I1, I2, I3, I4, H1, H2, H3, H4</p> <p>To be revisited:</p>	<p>To be taught this term: C1, C2, C3, C4, C5, C6, I1, I3, I4, H2, H3, H4, H5</p> <p>To be revisited:</p>	<p>To be taught this term: C1, C2, C3, C4, C5, C6, I1, I2, I3, I4, H2, H3, H4, H5</p> <p>To be revisited:</p>
Subject specific vocabulary		
<p>Axis, Allies, propaganda, no man's land, Armistice Day. Conscription</p>	<p>Anglo-Saxon kingdoms, Shire reeve, churl, longship, longhouse, Jorvik</p>	<p>Chichen Itza, Itzamna, codices, ahau or ahaw, batab, Kukulcan</p>
I will know...		
<ul style="list-style-type: none"> • Use a range of sources such as photos, personal recounts, replica war documents to understand the events of WW2 (disciplinary) • Place the significant events of WW2 on a timeline (disciplinary) • Know the dates that WW2 started and ended L • Know about the main events that happened in WW2 L • Use sources of evidence to learn about the significant leaders such as Hitler and Churchill (disciplinary). L, EL • Know the impact that the war had on everyday life (work, trade, families, evacuees, rationing) L, W&T, EL 	<ul style="list-style-type: none"> • Use a range of sources to understand and prove the Anglo-Saxons attempted to bring about law and order into the country (disciplinary) EL • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms L, EL, W&T • Know that the way the kingdoms were divided led to the creation of some of our county boundaries/names today (link to Geography mapping skills) L • Use sources of evidence to know where the Vikings originated from. (disciplinary) • Know the impact that the conflict between the Vikings and Anglo-Saxons had on everyday life. L, EL, W&T 	<ul style="list-style-type: none"> • Use of a range of sources to research the impact that the Mayan civilization has on the world (disciplinary) L • Know why they were considered an advanced society in relation to that period of time in Europe. EL, W&T • Know what was happening in Britain when the Mayans were most powerful. L • Compare and contrast the Mayans and Egyptian pyramid (link to PL in Y3) L, EL • Know how the Mayans' belief in Gods created a culture of sacrifice EL • Use a range of sources to prove why the Mayans civilization died out (disciplinary) L



Key themes running through the History curriculum at Marlfields Primary School

Legacy – A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.