

Year 5 - Progression in History grid

Term Topic	Autumn WW2	Spring Anglo Saxons	Summer Vikings
Theme	Our Community	Global Connections	Trailblazers
Big question and key concept	WW2 What caused WW2 to start and what were the consequences? (Cause and consequence)	The Anglo Saxons What impact did the Roman's leaving Britain have? (Continuity and change)	The Vikings Why was Canute given the title 'Canute the Great'?
Prior knowledge (from year 4)	Possible knowledge from whole school weeks Understand why we have Remembrance Day and why we wear the poppy	Have learned about the Roman Empire in Year 4 and how Britain was affected because of this.	Have learned about life in Anglo Saxon England and That Britain was a divided kingdom
Prior skills (from year 4)	Identify key features and events of time studied Use textbooks to research a past event Use evidence to build up a picture of past events	Created timelines with key events and offered explanations for them. Look at representations of the period. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied.	Created timelines with key events and offered explanations for them. Look at representations of the period. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied.
Key vocabulary	Secondary evidence Remembrance Evacuation Chronological	Invade Settlement Picts Norse Celts Anglo Saxons Wich	Monastery Pagan Christianity Longboat Scandinavia Danegeld Rune
NC Statutory Requirements	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2	Britain's settlement by Anglo-Saxons and Scots. Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Skills covered	Chronological understanding Know and sequence key events of time studied. Range and depth of historical knowledge Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Interpretations of history Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events. Historical enquiry Use the library and internet for research with increasing confidence. Use evidence to build up a picture of a past event. Select relevant sections of information. Begin to identify primary and secondary resources.	Chronological understanding Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Range and depth of historical knowledge Study different aspects of different people - differences between men and women Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Historical enquiry Use the library and internet for research with increasing confidence	Chronological understanding Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Range and depth of historical knowledge Study different aspects of different people - differences between men and women Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Historical enquiry Use the library and internet for research with increasing confidence
Key Performance Indicators	I understand what caused WW2 to start. I can describe how life changed for women as a consequence of WW2. I understand some of the consequences of WW2 and the importance of remembrance.	I can describe the Roman retreat from England. I can recognise how life in Anglo Saxon Britain differed from Roman Britain. I can sequence the main events of the Dark Ages.	I can explain why the Vikings left Scandinavia. I understand why King Canute was important and the impact he had on Britain
Lessons	<ol style="list-style-type: none"> 1. Outbreak of WW2 2. Women in the armed forces 3. Nursing during WW2 4. Condition of Britain at end of WW2 5. Creation of the NHS 6. Impact of rapidly changing technology. 7. Remembrance <p>Critical thinking / evidence of a past event</p> <p>Possible visit - Tattenhall</p> <p>Sources : BBC Teach, ESL Resources, Atlases, Quotes and eye-witness accounts (recorded) Photographs, Newspaper articles</p>	<ol style="list-style-type: none"> 1. What do we already know about the Anglo Saxons? 2. When and what were the Dark Ages? 3. Who were the Anglo Saxons? Art and Culture 4. How did Anglo Saxons live? Kingdoms, Settlements and Place names 5. How did Anglo Saxons live? Village life - Focus on Northwich/Mid-cheshire during Anglo Saxon times - suffix 'wich' 6. Who were the Anglo Saxon Kings? Alfred the Great and Athelstan, the first king 7. What were Anglo Saxon laws? <p>Possible Visit - Workshop at Weaver Hall / School</p> <p>Artefacts, ESL resources, BBC Teach, First hand account (Written/Translated) e.g. Anglo-Saxon Chronicles adapted for KS2 Archaeological evidence</p>	<ol style="list-style-type: none"> 8. Why did the Vikings leave Scandinavia? 9. How did the Vikings write? Runes 10. What happened at Lindisfarne? 11. The first Viking invasions and Anglo Saxon Resistance 12. Viking Warriors 13. What was Danegeld? 14. Who was King Canute? <p>Artefacts, ESL resources, BBC Teach, First hand account (Written/Translated) Alcuin's letter to the Bishop of Lindisfarne, Cnut's law of Intestancy, Archaeological evidence Beowulf?</p>

Assessment	PKC - Review of skills PP - Name 3 ways in which the role of women changed in WW2 FA - Answer the question 'How was life in Britain different following World War 2?'	PKC - What was it like being a child living in Northwich during WW2? PP - Complete and Anglo Saxon / Modern day life Venn diagram FA - What impact did the Romans leaving Britain have?	PKC - What was Britain like at the time of the first Viking Invasions? PP - Describe the events of Lindisfarne in the form of a Newspaper report FA - Answer the question : 'Why do you think King Canute given the title Canute the Great?'
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