

YEAR 5

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING Aim 1, 2	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Past and Present ELG Understand the past through settings, characters and events encountered in books read in class and storytelling.	Sequence events, artefacts/objects, photographs in order of time. Remember parts of stories and memories about the past.	Sequence events, artefacts/objects, photographs closer together in time. Remember parts of stories and memories about the past in increasing depth. Place events on a simple timeline , adding times previously studied.	Begin to use words and phrases such as century and decade to aid chronological understanding. Understand timelines can be divided in BC and AD. Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.	Place period of study onto timeline, adding times previously studied using BC and AD. Place events from a period of time into a timeline. Use words and phrases such as century, decade to aid chronological understanding.	Draw and place a timeline with different time periods outlined. Confidently use words and phrases such as century, decade to aid chronological understanding.	Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.
COMMUNICATE HISTORICALLY Aim 3	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Past and Present ELG	Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Introduce them to the words: chronology, chronological order and parliament.	Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago. Continue to gain understanding of words: chronology, chronological order, parliament and peasantry.	Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade.	Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.	Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.	Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.

	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p>HISTORICAL CONCEPTS Aim 4</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and</p>	<p>Cause and consequence: Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. Similarities and differences: Begin to identify similarities and differences between the past and present. Significance: Begin to identify who was important based on specific historical events.</p>	<p>Cause and consequence: Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. Similarities and differences: Identify similarities and differences between the past and present. Significance: Identify who was important based on specific historical events and begin to understand why.</p>	<p>Cause and consequence: Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Similarities and differences: Identify similarities and differences between ways of life in different periods. Significance: Identify who was important based on specific historical events and why.</p>	<p>Cause and consequence: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Similarities and differences: Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Identify and begin to describe significant people and events in the period of study.</p>	<p>Cause and consequence: Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. Similarities and differences: Show an increased understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>Cause and consequence: Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). Similarities and differences: Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance:</p>

	<p>differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						<p>Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
<p>HISTORICAL ENQUIRY Aim 5</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.</p>

<p>INTERPRETING HISTORY Aim 6</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at representations of the period – museum, cartoon etc.</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at representations of the period – museum, cartoon etc.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at representations of the period – museum, cartoon etc.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.</p>
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COMPOSITES

Changes in Britain from the Stone Age to the Iron Age

COMPONENTS

	1	2	3	4	5	6.	End Point
	Can I explain what happened prior to WW2?	Can I explain what happened in 1939?	Can I summarise what happened in WW2?	Can I show which side countries were on during WW2?	Can I assess the impact of air attacks?	Can I create propaganda?	Children will know events leading up to World War Two as well as understand what side different

							countries were on. Children will be able to talk about what the war was like for people living through it.
CONCEPTS Link to concept map	Cause and consequence	Significance	Cause and consequence	Cause and consequence	Cause and consequence	Cause and consequence	
SKILLS	<p>Draw and place a timeline with different time periods outlined.</p> <p>Ask and answer questions about the past, considering aspects of historical concepts.</p> <p>Confidently identify and give reasons for historical events, situations and changes.</p> <p>Begin to offer explanations about why people in the past acted as they did.</p>	<p>Independently select and record information relevant to the study.</p> <p>Confidently identify and give reasons for historical events, situations and changes.</p> <p>Begin to offer explanations about why people in the past acted as they did.</p>	<p>Draw and place a timeline with different time periods outlined.</p>	<p>Ask and answer questions about the past, considering aspects of historical concepts.</p> <p>Independently select and record information relevant to the study.</p> <p>Use the library and internet for research.</p>	<p>Look at representations of the period – museum, cartoon etc.</p> <p>Ask and answer questions about the past, considering aspects of historical concepts.</p>	<p>Begin to offer explanations about why people in the past acted as they did.</p>	<p>Children to be able to understand the events leading up to WW2 and consider some of the reasons for historical events, situation and changes. Children to be able to use a time line to order some of</p>

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							the key events of WW2. Children to ask and answer questions, use sources and research.
KNOWLEDGE	Children to know some significant events in recent history- giving context of recent past and WW2. Children to know the events leading up to WW2 such as Treaty of Versailles and Chamberlain meeting Hitler (1938).	Children to know the events that led up to Britain declaring war on Germany.	Children to know key events of WW2.	Children to know which countries were supporting Germany, and who the allied countries against Germany were. Children to also develop an understanding of 'neutral'.	Children to know what is meant by the Blitz and to understand how people responded during an air attack.	Children to know how people were influenced by propaganda.	Children to know the key events leading up to WW2, the key events during WW2, who the allied forces were and who supported Germany and to start to understand what is meant by The Blitz.
LESSON LINK	..\..\MTPs\History\Year 5\Term 4\History\Lesson 1	..\..\MTPs\History\Year 5\Term 4\History\Lesson 2	..\..\MTPs\History\Year 5\Term 4\History\Lesson 3	..\..\MTPs\History\Year 5\Term 4\History\Lesson 4	..\..\MTPs\History\Year 5\Term 4\History\Lesson 5	..\..\MTPs\History\Year 5\Term 4\History\Lesson 6	
PROGRESSIVE VOCABULARY	Treaty of Versailles Disarm Reparation	significant outbreak events Hitler	chronology significance advance attack	allies axis enemy support	air raid shelter war bomb	Persuasion message beliefs advert	Children to learn key vocabulary

	National Socialist Party	Stalin Churchill	allies	neutral	The Blitz	warning	y linked to World War Two.
CURRICULUM EXPERIENCES							
END POINT	Children will be able to sequence events from the recent past to give context to WW2. They will be able to know some of the significant events leading up to World War Two.	Children will be able to identify some of the main events in 1939 which lead to Britain declaring war on Germany.	Children to start to develop an understanding of some of the events during WW2, by studying events such as the Blitz and The Battle of Britain.	Children to have an awareness of allied countries and neutral countries.	Children to develop an understanding of the Blitz, considering in depth what people might do during an air raid in order to be safe.	Children to understand the messages behind propaganda and how propaganda was used.	Children will know events leading up to World War Two as well as understand what side different countries were on. Children will be able to talk about what the war was like for people living through it.

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