

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 Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences	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>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 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>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: 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.</p>

								Look at representation s of the period – museum, cartoon etc.
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COMPOSITES

A non-European society that provides contrasts with British history- one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c.AD 900; Benin (West Africa) c. AD 900-1300.

COMPONENTS

	1	2	3	4	5	End Point
	LQ: Who were the Mayans?	LQ: Who were the Ancient Mayan Gods?	LQ: Can I independently research a topic?	LQ: What was life like for the Ancient Mayans?	LQ: What is different between Mayan culture and British culture?	To understand when the Mayan civilisation lived, and learn about some of their beliefs such as belief in Gods.
CONCEPTS Link to concept map	Community and Culture	Community and Culture	Community and Culture	Community and Culture	Community and Culture	To begin to have an understanding of the Mayan civilisation.
SKILLS	Confidently use words and phrases such as century, decade to aid chronological understanding Ask and answer questions about the past, considering aspects of historical concepts.	Independently select and record information relevant to the study.	To know how to find reliable facts using computers/ the library.	Begin to identify primary and secondary sources and how they are used to find information about the past	Show an increased understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual.	To use vocabulary linked to chronology, using a timeline to place the Mayan civilisation. Select information relevant to study and learn more about the Mayans including researching Mayan beliefs.

						To begin to identify different sources used to learn about history and their reliability.
KNOWLEDGE	To begin to know who the Mayans were. To know that the Mayan's were an advanced civilisation.	To know some of the beliefs that Ancient Mayans held, specifically exploring their beliefs in Gods.	To know how to find reliable facts using computers/ the library.	To research what life may have been like for Ancient Mayans. To know that sources may be unreliable.	To know key features of Mayan culture and British culture.	To know that the Mayan civilisation were a sophisticated civilisation. To know some of the beliefs held by some Ancient Mayans. To know types of sources used to find out about the past.
LESSON LINK	..\..\MTPs\History\Year 5\Term 1\Lesson 1	..\..\MTPs\History\Year 5\Term 1\Lesson 2	..\..\MTPs\History\Year 5\Term 1\Lesson 3 and 4 LAPTOPS	..\..\MTPs\History\Year 5\Term 1\Lesson 5	..\..\MTPs\History\Year 5\Term 1\Lesson 6	
PROGRESSIVE VOCABULARY	Ancient Mayan civilisation archaeologist artefacts chronology centuries decade millennia	Ancient Mayan gods cultural importance	research sources civilisation information reliable	hierarchy citizens reliability sources	civilisation similarities differences culture	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES			Research lesson on Computers.			
END POINT	To begin to recall some information about the Ancient Mayan culture. To start to understand that the Mayan civilisation were sophisticated.	To create a fact file communicating understanding about the Mayan civilisation and their beliefs.	To use computers / library books to research an aspect of the Mayan civilisation- food, clothes, codices, what they left behind and society.	To consider what life might have been like in Ancient Mayan times, considering the reliability of sources and considering whether we are using primary or secondary sources.	To compare similarities and differences between the Mayan culture and British culture.	Links back to the National Curriculum, children to be able to learn about and begin to understand a non-European society that

						provides contrast with British civilisation (Mayan civilisation)
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BIRCHINGTON



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