



History Curriculum: Year 5 and 6 – Progression of Skills

What are the aims and intentions of this curriculum?

That children:

- Will become increasingly critical and analytical thinkers.
- Will possess a secure understanding of the chronology of the British Isles and other important periods of History.
- Will discover links and connections to the History they learn and the wider community and locality.
- Will further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire historically-themed questions and form their own opinions and interpretation of the past.

Term	Topic	Knowledge	History Skills – Chronology, Vocabulary, Enquiry, Interpretation, Continuity and Change, Causes and Consequences, Similarities and Differences, and Significance.	Assessment
Autumn Cycle A	<p>Were the Vikings Really Vicious?</p> <p><i>Using sources to discover the past.</i></p>	<p>To investigate and understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Develop an awareness of the key features of the past.</p> <p>Use dates and key terms as appropriate with increasing accuracy.</p> <p>Reinforce chronological knowledge.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select sources independently and give reasons for choices.</p> <p>Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organising relevant historical data.</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies, and use a greater depth of historical knowledge.</p> <p>Begin to offer explanations about why people in the past acted as they did.</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>	



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<p>Summer Cycle A</p>	<p>How has history influenced our local area?</p> <p><i>Who was Tommy Armstrong?</i></p>	<p>To know the key features of the village and its local environment in the past.</p> <p>To develop knowledge of a significant local individual.</p> <p>To introduce the role of mining in the community and examine the key features of an event.</p> <p><i>Possible focus on Tommy Armstrong and a mining disaster.</i></p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select sources independently and give reasons for choices.</p> <p>Analyse a range of source material to promote evidence about the past, including maps, photographs, oral history, censuses and other written records.</p> <p>Construct and organise response by selecting and organising relevant historical data.</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies, and use a greater depth of historical knowledge.</p> <p>Begin to offer explanations about why people in the past acted as they did.</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>
<p>Autumn Cycle B</p>	<p>WWII: The World at War</p>	<p>To know the local area's involvement in the Second World War.</p> <p>To develop an understanding of the causes of the conflict.</p> <p>To understand how the war affected people at home.</p> <p>To understand the use of propaganda to encourage, persuade and instruct, and its impact on daily life.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organising relevant historical data.</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies, and use a greater depth of historical knowledge.</p>



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<p>Summer Cycle B</p>	<p>Who was making history in faraway places around the year 1000?</p> <p>Japan - The Tokyo Olympics</p> <p>The Mayans</p>	<p>To examine a non-European society that provides contrast with British history.</p> <p>To develop knowledge of the key features of other societies in a historical period.</p> <p>To understand that sources in other languages and cultures can still be utilised to acquire knowledge and develop interpretations.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately. Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data. Understand that the past is represented and interpreted in different ways and give reasons for this. Describe and begin to make links between main events, situations and changes within and across different periods and societies, and use a greater depth of historical knowledge. Begin to offer explanations about why people in the past acted as they did. Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual. Give reasons why some events, people or developments are seen as more significant than others.</p>	