

Shevington Federation of Schools
Schemes of Work

HISTORY

YEAR GROUP: 5

Y5 children will learn :	Autumn	Spring	Summer
CHRONOLOGICAL UNDERSTANDING			
To know and sequence key event of a time scale studied			
To use more words and phrases and conventions associated with the recording of dates and times Eg stone age, 600 BC			
To use such vocab as era, period to describe the passing of time			
To consider aspects of world history so as to place more events on a timeline			
To use such vocab as 'social' 'political' 'religious' 'technological' and cultural ' in their study of a period of history			
KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES			
To organise their sources of history using a category Eg factual or reliability and then to justify their choice of order.			
To consider their reliability when talking about the artifact and begin to compare reliability of artefacts			
To begin to identify examples in present day where events in the past have been a catalyst for change Eg the education system			
To study differences of lifestyles and attitudes between differing social groups in the time period studied. Eg WW2 county dwellers and WW2 town dwellers or rich and poor Victorians.			
To respond imaginatively and creatively to their findings of above objective Eg in writing/art/ music			
HISTORICAL INTERPRETATION			
To refine an internet search to answer an historical question			
To use a raised question from an artefact to follow a line of enquiry in a pair			
To categorise sources of primary and secondary evidence into fields of reliability.			
To be able to securely select relevant pieces of information from a text to answer a question			
To begin to be able to explain why historical recounts of events may differ.			
To compare and contrast an historical event in both fact and fiction texts and identify the differences and give reasons why there may be differences Eg 'Friend or Foe' by M Morpurgo is about the evacuation in WW2			
To begin to understand the difference between deduction and inference skills (deduction based on hard evidence in front of you – inference is reading between the lines)			
To practice deduction skills using unknown artefacts and begin to suggest how the artefact may affect lives from what you think it might be.			
To begin to explain why changes have occurred through history- very hard for children even the brightest- why are we still not using steam trains or pen and quills?			

HISTORICAL ENQUIRY			
To investigate the resources on the National Archives site in Kew London www.nationalarchives.org and consider the reasons why this place exists			
To experience exchanges of information with real archivists at Kew in London through video conferencing			
To be able to independently identify primary and secondary sources of evidence and make a choice of use depending upon need.			
To summarise the information in a single evidence source			
To collate a range of evidence to present information considering the needs of the audience			
To create a simple glossary for their work			
COMMUNICATION			
To choose the appropriate methods of recording S&L/Writing/ICT/charts/diagrams using historical terms accurately depending on the needs of the audience –level 4 if prompted by teacher possible level5 if independently unprompted request by child			
To use evidence and imagination to reconstruct elements of the past –Eg a conversation between 2 key characters from the past			
To use a wide range of drama techniques to improve empathy skills.			
To use a wide range of text types to convey information in a purposeful way-see NLS			
BREADTH OF STUDY			
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • The achievements of the earliest civilizations • An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece - a study of Greek life and achievements and their influence on the western world • 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 			