

History – Year 5 - Long Term Plan

	National Curriculum Coverage	Assessment
Autumn	<p style="text-align: center;"><u>Who were the Anglo-Saxons?</u></p> <p>changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture 	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying similarities between them • Pupils can compare historical periods, identifying differences between them • Pupils are beginning to identify trends over time <p>Vocabulary</p> <ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <p>Questioning</p> <ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and also ask questions of what people have said • Pupils can challenge sources of information • Pupils are beginning to make purposeful selection about information they wish to include in responses • Pupils can organise information purposefully when responding to or asking questions <p>Knowledge</p> <ul style="list-style-type: none"> • Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
Spring	<p style="text-align: center;"><u>What influence have the Ancient Greeks had on our life today?</u></p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p>	
Summer	<p style="text-align: center;"><u>How did the blitz of WW2 affect Leeds?</u></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	