



St Laurence's CE Primary School
History
Long Term Plan
Year 5



<p align="center">Autumn 1 Ancient Greece <i>How did the Ancient Greeks influence the Weston World and how we live now?</i></p>	<p align="center">Autumn 2</p>	<p align="center">Spring 1 Anglo Saxons and Vikings <i>Why did they come to Britian?</i></p>	<p align="center">Spring 2</p>	<p align="center">Summer 1 World War 2 <i>World War II What were the main events affecting Britian during WWII?</i></p>	<p align="center">Summer 2</p>
<p>Historical interpretations</p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this onreliability; know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.</p> <p>Historical investigations</p> <p>recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Chronological understanding</p> <p>order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events;</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>		<p>Historical interpretations</p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this onreliability; know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.</p> <p>Historical investigations</p> <p>recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological understanding</p> <p>order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main</p>		<p>Historical interpretations</p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this onreliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.</p> <p>Historical investigations</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological understanding</p> <p>order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>examine causes and results of great events and the</p>	



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<p>Presenting, organising and communicating.</p> <p>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>		<p>changes to an aspect in a period in history; Knowledge and understanding of events, people and changes in the past</p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, organising and communicating.</p> <p>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>		<p>impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, organising and communicating.</p> <p>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>plan and present a self-directed project or research about the studied period.</p>	
<p><u>Vocabulary:</u></p> <p>ancient City State rivals conflict civilisation Empire democracy law</p>		<p><u>Vocabulary:</u></p> <p>Invader (invasion) Settler (settlement) Migration Voyage Conflict Conquest King Christianity Viking Danelaw</p>		<p><u>Vocabulary:</u></p> <p>invasion declaration conquered evacuation radar The Battle of Britain The Blitz propaganda</p>	
<p><u>Assessment Against the National Curriculum</u></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p><u>Assessment Against the National Curriculum</u></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Viking raids and invasion • further Viking invasions and Danegeld 		<p><u>Assessment Against the National Curriculum</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • a significant turning point in British history, for example, the Battle of Britains 	