|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| History - Year 5 | Autumn | Spring | | | Summer | | |
| End Points | Children can articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left. Study  Local history – Chester – Saxons crime and punishment | Children can share knowledge of the invasion and settlement of the Vikings in England during the time of Edward the Confessor including their impact on Britain, their beliefs, way of life and the legacy left. | | | Children can identify the main features of the Benin civilisation and discover how Benin became part of the British empire. | | |
| Curriculum Objectives (Substantive Knowledge) | **Britain’s settlements by Anglo-Saxons and Scots the Vikings and Anglo-Saxons**  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Select suitable sources of evidence, giving reasons for choices.  • Identify specific changes within and across different periods over time.  • To understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.  • Discuss trends overtime.  • To see the relationships between different periods and the legacy of impacts for me and my identity.  • Refine lines of enquiry as appropriate. | | | | **Early Islamic Civilization Non- European society that provides contrasts with British History**  - Study of Bagdad AD 900  - Mayan civilisation AD 900  - **Benin (West Africa) AD 900-1300**  Compare some of the times studied with those of the other areas of interest around the world. | | |
| Historical Enquiry Skills (Disciplinary Knowledge) | | | Key Vocabulary | | | | |
| • Use a range of primary sources to ask and answer questions from the time;  • Ask questions and follow a line of enquiry to lead to a conclusion;  • Make conclusions about questions using evidence to justify their thinking;  • Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy);  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up.  **Local History, Power, Settlement, Migration, Empire. Diversity** | | | dark ages  Christian  conversion  Canterbury  Iona and Lindisfarne  Sutton Ho  raids  resistance  Danegeld  Alfred the Great Althelstan | Edward the Confessor  contexts  cultural  economic  military  political  religious  social history; deduction inference organising | | information chronology comparison observation discussion  research  reflection interpretation  invasions  expansion  kingdoms | settlements  village life  peasantry  hierarchy  laws and justice withdrawal  short- and long-term timescales.  Maya  Mayan  Civilisation |