



History Curriculum: Year 5

What are the aims and intentions of this curriculum?

That children:

- Understand how we know what we know about certain periods in history.

| Term | Topic | Knowledge | Skills | Assessment |
|--------|--|---|--|------------|
| Autumn | Were the Vikings really vicious? | <p>Know where the Vikings are placed on a timeline. (Lindisfarne Raid AD 793)</p> <p>Know key dates, facts, features and people involved in the Viking invasions.</p> <p>Know how the title 'vicious' came to be given the Vikings.</p> <p>Know the two main primary sources (Lindisfarne Gospel & Anglo-Saxon Chronicle)</p> | <p>Use (e.g. primary sources and interpretations)</p> <p>Infer</p> <p>Interpret</p> <p>Deduce</p> <p>Justify</p> <p>Hypothesise</p> <p>Similarities/differences</p> <p>Design</p> <p>Ask simple and complex questions</p> <p>Find out the answers to questions</p> <p>Reason</p> | |
| | | <p>Vocabulary: dates, time period, era, chronology, continuity, century, decade, BC/AD, change, interpretation, Viking, representation, raider, invasion, Anglo-Saxon Chronicle, Lindisfarne Gospel.</p> | | |
| Spring | How have the Ancient Greeks shaped my world? | <p>Know key dates, facts, features and people from Ancient Greece. (Golden Age 480BC)</p> <p>Know where the Ancient Greeks are placed on a timeline.</p> <p>Know some of the ways the Ancient Greeks have influenced the modern world.</p> <p>Know how archaeology has helped us learn about the Ancient Greeks.</p> | <p>Identify</p> <p>Compare/contrast</p> <p>Notice e.g. differences</p> <p>Use primary & secondary sources</p> <p>Sequence</p> <p>Infer</p> <p>Interpret</p> <p>Deduce</p> <p>Justify</p> <p>Hypothesise</p> <p>Collect evidence</p> | |



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| | | | <p>Record findings Find out the answers to questions Recall e.g. key events/people, cause/effect Explain Analyse</p> | |
| | | <p>Vocabulary: dates, time period, era, chronology, continuity, century, decade, change, century and millennia, BC/ AD, Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite, settlement, civilisation, ruler, leader, Olympics</p> | | |