



History Progression of Skills UKS2 – Year 5

Love Seeking life in all its fullness

Respect, Courage, Compassion, Friendship, Trust, Perseverance

Children will be taught to:	
<p>KS2 Area of Study:</p> <ul style="list-style-type: none"> Local History - Slave Trade in Liverpool Key Question: <i>What was Liverpool's role in the slave trade?</i> A non-European society that provides contrast with British history – The Maya Civilization c.900AD Key Question: <i>What evidence do we have that the Maya were an advanced civilization?</i> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Vikings and the Anglo Saxons Key Question: <i>Would the Vikings do anything for gold?</i> 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. Describe events using words and phrases accurately such as: century, decade, BC, AD, after, before, during, era, age, period, age. Identify where people, places and periods of time fit into a chronological framework. Describe links, contrasts and changes within and across different periods of time. Begin to design own timeline to sequence events and historical periods learned.
<p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied. Describe key aspects of the periods studied e.g. Baghdad c. AD900, Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. 	<p>Historical Interpretation:</p> <ul style="list-style-type: none"> Look at different versions of the same event and identify differences in the accounts. Give reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others. Evaluate sources and make simple inferences.
<p>Historical Enquiry:</p> <ul style="list-style-type: none"> Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Realise that there is often not a single answer to historical questions Choose relevant and reliable sources of evidence to support particular lines of enquiry. 	<p>Organisation and Communication:</p> <ul style="list-style-type: none"> Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Use dates and terms accurately. Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.