



Year 5



History Skills Progression

	Year Group	5	Class		Teacher	
UNIT	TERM 1		TERM 2		TERM 3	
TOPIC						

History Programme of Study

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression

Throughout the year, pupils are expected to learn, apply and understand the following skills and processes in age appropriate tasks and activities.

They should be taught to:

Chronological Understanding

- use dates to order and place events on a timeline

History Enquiry

- compare sources of information available for the study of different times in the past

Historical Interpretations

- make comparisons between aspects of periods of history and the present day
- understand that the type of information available depends on the period of time studied
- evaluate the usefulness of a variety of sources

Organisation and Communication

- present findings and communicate knowledge and understanding in different ways
- provide an account of a historical event based on more than one source

Understanding of Events, People and Changes

- give some reasons for some important historical events
- describe Britain's settlement by Anglo-Saxons and Scots
- describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066



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UNIT	TERM 1		TERM 2		TERM 3			
TOPIC								
Knowledge & Skills								
Pupils who are working above expectations								
Total number of pupils in class								
Pupils who have not yet reached expectations								
Teacher Comments								
Subject Leader Action								