

Year 5 History Progression Map

	<u>Autumn 2</u>	
Topic	Victorians	
Unit Aim	By the end of the unit, pupils should be able to describe key aspects of life in Victorian Britain, including work, school, and inventions, and explain how these affected different groups of people. They should also be able to use historical sources to ask and answer questions, showing an understanding of change and continuity over time. Child Friendly for Display By the end of our Victorians topic, we will be able to explain what life was like for children and adults, talk about Victorian inventions and schools, and understand how life has changed since then. We will also be able to use old photos, objects and stories to ask and answer questions about the past.	
Prior Learning	Year 1/2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 3 – Children will understand how civilisation developed and led to defending themselves and creating weapons. Year 4 – Children will understand the concept of empire by exploring the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion by studying the Romans. Year 5 – Children will understand the struggle for power during the Anglo-Saxon and Viking periods. The children will know that countries must defend themselves against attacking enemies using armies.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can use dates and terms accurately and describe the main changes in a period of history • I can use sources of information to form conclusions about the past • I can describe some of the influences and developments of Victorian inventions. • I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify periods of rapid change in history and contrast them with times of relatively little change.
Vocabulary	Society, Empire, Point of view, Objectivity, Subjectivity, Consequences, Legacy, Modern British Values, Laws, historical perspective, Victorians, era, inventions, Queen Victoria, Schools, First Camera, First Post box, First Flushing Toilet	

Future Learning	Year 6 – Children can use dates and terms accurately in describing events. Children can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can analyse a wide range of evidence in order to justify claims about the past. Children can explain that no single source of evidence gives the full answer to questions about the past. With support, children can refine lines of enquiry as appropriate. Children can use appropriate historical vocabulary to communicate change and continuity. Children can compare the main changes in a period of history with the present day. Children can describe the social, ethnic, cultural or religious diversity of past society. Children can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
KS2 End Point	Children can recognise and describe differences and similarities/ changes and continuity between different periods of history. Children can suggest why certain events, people and changes might be seen as more significant than others.

	<u>Spring 1</u>	
Topic	Crime and Punishment	
Unit Aim	By the end of the unit, pupils should be able to describe how crime and punishment has changed from the past to the present, identify reasons why punishments were often harsh, and explain how laws and justice were different for people at different times. They should also be able to use historical evidence to compare periods and form their own ideas about fairness and justice. Child Friendly for Display By the end of our Crime and Punishment topic, we will be able to explain how crimes and punishments have changed over time, give examples of some of the harsh punishments people faced in the past, and talk about how laws and justice were different for people in different times. We will also be able to use clues from history to decide what we think about fairness and justice.	
Prior Learning	Year 1/2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Kings, Queens and Castles Year 1. Great Fire of London Year 2. Year 3 – Children will understand how civilisation developed and led to defending themselves and creating weapons. Roman Empire and its impact on Britain. Year 4 – Children will understand the concept of empire by exploring the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion by studying the Romans. The Tudors, Year 4, Year 5 – Children will understand the struggle for power during the Anglo-Saxon and Viking periods. The children will know that countries must defend themselves against attacking enemies using armies.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>

	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can use dates and terms accurately and describe the main changes in a period of history • I can use sources of information to form conclusions about the past • I can describe some of the influences and developments Changed in Crime and Punishment has produced • I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify periods of rapid change in history and contrast them with times of relatively little change.
Vocabulary	Execution, deterrent, convict, accused, pick-pocketing, retribution, heretic, colony, piracy, clergy, heresy, ordeal, rehabilitate, reoffend, population, reformer, poverty, hate crime.	
Future Learning	Year 6 – Children can use dates and terms accurately in describing events. Children can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can analyse a wide range of evidence in order to justify claims about the past. Children can explain that no single source of evidence gives the full answer to questions about the past. With support, children can refine lines of enquiry as appropriate. Children can use appropriate historical vocabulary to communicate change and continuity. Children can compare the main changes in a period of history with the present day. Children can describe the social, ethnic, cultural or religious diversity of past society. Children can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
KS2 End Point	Children can recognise and describe differences and similarities/ changes and continuity between different periods of history. Children can suggest why certain events, people and changes might be seen as more significant than others.	

	<u>Summer 1</u>
Topic	The Ancient Maya
Unit Aim	By the end of the unit, pupils should be able to describe key features of Maya civilisation, including their cities, writing, farming and beliefs, and explain why the Maya were important in history. They should also be able to use evidence to ask and answer questions about how the Maya lived and compare their achievements with other civilisations studied. Child friendly for display By the end of our Ancient Maya topic, we will be able to explain what life was like for the Maya, including their cities, writing, farming and beliefs. We will also be able to use clues from the past to ask and answer questions and compare the Maya with other civilisations we have learned about.

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Knowledge	<u>Historical Skills</u> • Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	<u>Essential Knowledge</u> • I can use dates and terms accurately and describe the main changes in a period of history • I can use sources of information to form conclusions about the past • I can describe some of the influences and developments the ancient Mayaproduced • I can use appropriate historical vocabulary to compare and contrast key people/events/artifacts in history • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can identify periods of rapid change in history and contrast them with times of relatively little change.
Vocabulary	Maya Civilisation Temple Pyramid Hieroglyphs Calendar Astronomy Maize Cacao City-state Nobles Priests Farmers Warriors Sacrifice Gods Religion Trade Jungle Architecture	
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KS2 End Point	Children can recognise and describe differences and similarities/ changes and continuity between different periods of history. Children can suggest why certain events, people and changes might be seen as more significant than others.	