



St. Laurence CE Primary School

Year 5 History Long Term Plan



<p style="text-align: center;">Autumn 1 Ancient Greece</p> <p style="text-align: center;"><i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i></p>	<p style="text-align: center;">Autumn 2</p>	<p style="text-align: center;">Spring 1 Anglo Saxons</p> <p style="text-align: center;"><i>Britain's settlement by Anglo-Saxons and Scots.</i></p>	<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Summer 1 World War 2</p> <p style="text-align: center;"><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p style="text-align: center;">Summer 2</p>
<p>Historical interpretations</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g Begin to evaluate the usefulness of different sources. <p>Historical investigations</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d Investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological understanding</p> <ul style="list-style-type: none"> a order an increasing number of significant 		<p>Historical interpretations</p> <ul style="list-style-type: none"> h find and analyse a wide range of evidence about the past; i use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; j consider different ways of checking the accuracy of interpretations of the past; k start to understand the difference between primary and secondary evidence and the impact of this on reliability; l show an awareness of the concept of propaganda; m know that people in the past represent events or ideas in a way that may be to persuade others; n Begin to evaluate the usefulness of different sources. <p>Historical investigations</p> <ul style="list-style-type: none"> e recognise when they are using primary and secondary sources of information to investigate the past; f use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; g select relevant sections of information to address historically valid questions and construct detailed, informed responses; 		<p>Historical interpretations</p> <ul style="list-style-type: none"> o find and analyse a wide range of evidence about the past; p use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; q consider different ways of checking the accuracy of interpretations of the past; r start to understand the difference between primary and secondary evidence and the impact of this on reliability; s show an awareness of the concept of propaganda; t know that people in the past represent events or ideas in a way that may be to persuade others; u Begin to evaluate the usefulness of different sources. <p>Historical investigations</p> <ul style="list-style-type: none"> i recognise when they are using primary and secondary sources of information to investigate the past; j use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; k select relevant sections of information to address historically valid questions and construct detailed, informed responses; l Investigate their own lines of enquiry by posing historically valid questions 	



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<p>events, movements and dates on a timeline using dates accurately;</p> <p>b accurately use dates and terms to describe historical events;</p> <p>c understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>d Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>a identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>c examine causes and results of great events and the impact these had on people;</p> <p>d Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, organising and communicating.</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>c plan and present a self-directed project or research about the studied period.</p>	<p>h Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological understanding</p> <p>e order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>f accurately use dates and terms to describe historical events;</p> <p>g understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>h Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>e identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>f use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>g examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, organising and communicating.</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters,</p>	<p>to answer.</p> <p>Chronological understanding</p> <p>i order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>j accurately use dates and terms to describe historical events;</p> <p>k understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>l Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>h identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>i use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>j examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, organising and communicating.</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>	
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<p>Vocabulary:</p> <p>Timeline Athens Sparta Marathon Chronological Ancient AD BC City State Rivals Battle Mount Olympus Zeus military</p> <p>Civilisation Empire War Democracy Rules Law army</p>		<p>Vocabulary:</p> <p>King Country Migration Monk Conquest</p> <p>Tax trade border settlement Voyage monarchy conquest conflict</p>		<p>Vocabulary:</p> <p>Border War Enemy Famine Freedom</p>	