

Prior Learning Needed

Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Asks questions such as 'how did people? What did people do for?'

Suggests sources of evidence to use to help answer questions.

Observe small details - artefacts, pictures

Select and record information relevant to the study

Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.

History - Historical Enquiry

Year Group - 5



Vocabulary

- Comparison
- role of Britain
- crime
- punishment
- hypothesis
- civilizations
- changes/continuity
- this source
- suggests that...
- Change
- Infer
- summarise
- major influence
- world history
- persuade
- viewpoint

Substantive Knowledge (Facts)

Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Disciplinary Knowledge (Skills)

Begin to understand the difference between primary and secondary sources of evidence.

Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Confidently asks questions such as 'what was it like for a during?'

Suggests sources of evidence from a selection provided to use to help answer questions.

Choose relevant material to present a picture of one aspect of life in time past