

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. **Progression of Skills and Knowledge: HISTORY Year 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Invaders Black History - Martin Luther King	Home Life	Queen Victoria/Victorian Schools	Victorians family/ Suffragettes/Crime/Technology/ Philanthropists	Rivers/ Water Cycle	SPAIN
Historical enquiry	A3 Uses documents, printed sources, the internet, databases, pictures, photos, to collect information about the past. A1 Chooses reliable sources of evidence to answer questions. To find out how some place names have changed.	A3 Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. A1 Chooses reliable sources of evidence to answer questions. To find out how some place names have changed.	A4 Realises that there is often not a single answer to historical questions. To draw inferences from portraits of Queen Victoria. A3 Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	A2 Asks a range of questions about the past. To ask and answer questions about women’s rights then and now – how have they changed or not.		
Organisation and communication	B1 Presents structured and organised findings about the past using speaking, writing, maths, ICT dramas and drawing skills.	B1 Presents structured and organised findings about the past using speaking, writing, maths, ICT dramas and drawing skills.	B1 Presents structured and organised findings about the past using speaking, writing, maths, ICT dramas and drawing skills. B2 B3 To collect info from a range of sources, draw conclusions about the Victorian period. To write narrative use historical detail. Uses dates and terms accurately. B4 Chooses most appropriate way to present information to an audience.	Present info using timelines. B4 Chooses most appropriate way to present information to an audience.		
Chronological understanding	C1 2 Use timelines and place and sequence local, national and international events. To know where and when the Vikings came on a timeline in relation to now.	C3 Describes events using words and phrases such as: century, decade, BC, AD, after before, during,	To sequences historical events and periods. C2 To place the Victorians period in relation to other periods of British history.	C3 Describes events using words and phrases such as: century, decade, BC, AD, after before, during, Tudors, Stuarts, Victorians, era, periods.		
Knowledge and understanding of past events, people and changes in the past.	D2 Give some causes and consequences of the main events, situations and changes in the periods studies. To know about invasion.	D1 Identifies some social, cultural, religious and ethnic diversities of societies studies in Britain and wider world. D2 Give some causes and consequences of the main events, situations and changes in the periods studies. D3 Identifies changes and links within and across the time periods studied. Alfred the Great of Athelsten, first king of England – discuss changes to the monarchy from then to now.	D1 Identifies some social, cultural, religious and ethnic diversities of societies studies in Britain and wider world. D2 Give some causes and consequences of the main events, situations and changes in the periods studies. D3 Identifies changes and links within and across the time periods studied. Queen Victoria - to talk about her life.	D1 Identifies some social, cultural, religious and ethnic diversities of societies studies in Britain and wider world. D2 Give some causes and consequences of the main events, situations and changes in the periods studies. D3 Identifies changes and links within and across the time periods studied. To explain how things have changed because of the suffragettes.		
Historical Interpretation	What did the Vikings look like? E2 Gives clear reasons why there may be different accounts of history.	E3 Knows that people (now and in past) can represent events or ideas in ways that persuade others.	E1 Looks at different versions of the same event and identifies differences in the accounts. To understand that there are many representations of the Victorian period.	E3 Knows that people (now and in past) can represent events or ideas in ways that persuade others.		
Key Questions	Why did the Vikings come to Britain? How did they travel? Where did they first raid and why? How do you think the invaders/invaded felt? (drama) What did the Viking warriors look like. Why were they successful raiders and invaders?	How did the Vikings who settled live? How do artefacts help us to workout what life was like in the past? What type of evidence/ sources have been found?	Who was Queen Victoria and what impact did she have on life today?	How did the work of individuals change aspects of society and their legacy? (Lord Shaftsbury, Queen Victoria, Dr. Barnardo, George Stephenson, Charles Dickens, Emily Pankhurst)		
Key Learning Intentions	To place the viking era on an historical timeline To know the Viking homelands and where they invaded the UK To know some fact of how the Anglo Saxons changed Britain (Danegeld, place names) To know aspects of the life of Martin Luther King and how his life made a significant difference to current day life..	To know facts about Longships To know details about Viking Runes To recognise Anglos Saxon Kingdoms To know facts of how Vikings affected life in Britain.	To compare modern and Victorian aspects of life - and to know facts about:- Timeline & Queen Victoria Working conditions for children, Victorian school Rich and Poor,	To understand that the work of individuals can change aspects of society. To know some facts about:- Textile Mills Cotton Mills Apprentices. Industrial revolution Transportation - trains and George Stephenson’s ‘Rocket’ Victorian philanthropists To conduct a historical enquiry into a chosen individual and to present their information. (Lord Shaftsbury Queen Victoria, Dr. Barnardo, George Stephenson, Charles Dickens, Emily Pankhurs - born in Moss Side, Manchester)		

Key Knowledge	Cause and consequences of invasion and the affects on British life. To know facts about Alfred the Great and King Alfred To know aspects of the life of Martin Luther King (Black History)	Cause and consequences of invasion and the affects on British life. To understand Primary and Secondary evidence	Facts Dates Viaduct – Stockport (local history) Quarry Bank Mill/Tatton Part/ Lark Hill Place/ George Street Chapel Oldham	1870 Education Act. To know how the work of a significant individual has affected their lives in the 21 century		
Key Vocab	Timeline Settlement Pagan Plunder Raid Warrior invasion Conquer Thane Longship Norse, consequences	Ruins Saga Trade Settlement Monastery Danegeld Gods, Archaeologists, century, decade, BC, AD, after before, during	Settlements Locomotive Factories Factory Acts Laws Pre industrialisation Coronation, society, Cause and effect, Viaduct Industrialised, Empire, legacy, Modern British Values, Laws	BC AD, Century, Decade, After, Before, During, Industrialisation, Tudors, Stewards, Victorians, Eras, Periods, Mills, Apprentices, Machinery, Transport, Cotton, Rocket British Empire Industrial Revolution		
Key Challenge	Imagine and write about differing people and their life experience during a historical period (based on factual evidence)	Know some Viking gods and what they represent. Pagan Christian Monasteries.	Imagine and write about differing people and their life experience during a historical period (based on factual evidence)			
Y5 Support LA	Differentiated tasks & questioning, TA/Teacher attention. Chunking lessons, Specific facts to practise/ recall.	Differentiated tasks & questioning, TA/Teacher attention. Chunking lessons, Specific facts to practise/ recall.	Differentiated tasks & questioning, TA/Teacher attention. Chunking lessons, Specific facts to practise/ recall.	Differentiated tasks & questioning, TA/Teacher attention. Chunking lessons, Specific facts to practise/ recall.		
Visit or Visitor			Quarry Bank Mill/Tatton Part/ Lark Hill Place/ George Street Chapel Oldham	Quarry Bank Mill/Tatton Part/ Lark Hill Place/ George Street Chapel Oldham		
Key text	The Viking Boy by Tony Bradman	Extracts from Viking Diaries /Legends	Charles Dickens – Oliver and P L Travers Poppins	Charles Dickens – extracts from a variety		
Resources	History Shed Journey of a Viking Book above	Literacy Shed Viking Village	Literacy Shed Victorian Diaries Mary Seacole Biography,	Literacy Shed Charles Dickens Biography		