



# History Progression of Skills

## Year 5



<p><b>63824 Year 5 National Curriculum Objectives for History: Children will be taught to:</b></p>	
<p><b>Year 5 Areas of Study</b></p> <ul style="list-style-type: none"> <li>• Anglo Saxon, Scots and Vikings – Traders and Raiders</li> <li>• Local History – St Helens Glass and the lives of the Victorian Glassworkers</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC and AD and know what BC and AD mean.</li> <li>• Order significant events, movements and dates on a timeline (drawn by child)</li> <li>• Describe the main changes in Anglo Saxon and Viking Britain</li> </ul>
<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give reasons why changes have occurred</li> <li>• Describe similarities and differences between Anglo Saxon and Viking Britain</li> <li>• Make links between some of the features of past societies e.g. homes in Anglo Saxon and Viking Britain</li> </ul>	<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand that some evidence from the past is opinion or misinformation and that this affects interpretations of history</li> <li>• Give reasons why there may be different accounts of history</li> <li>• Evaluate evidence to choose the most reliable forms.</li> <li>• Begin to develop a sense of empathy</li> </ul>
<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Understand what Primary and Secondary sources of evidence are AND give examples of both.</li> <li>• Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs,, music, artefacts and visits to museums to collect evidence about the past</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing questions to answer</li> </ul>	<p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play and using ICT e.g. a recount of the trip to the World of Glass; an information sheet about the Victorian Glassworkers</li> <li>• Plan and present a self-directed project about an aspect of Anglo Saxon or Viking Britain</li> </ul>
<p><b>Notes</b></p>	
<p><b>Children working below objectives listed above</b></p>	<p><b>Children who are working above objectives listed above</b></p>