



Progression of Knowledge History – Year 5

National Curriculum coverage – Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

The Mayans – Why should we learn about the Maya?

A non-European society that provides contrasts with British history

- Comparison of Mayan culture with that of the Stone Age in Britain

The Vikings – The Vikings, Raiders or Traders?

The Viking struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasions
- Resistance by Alfred the Great and Athelstan, first king of England
- Viking invasions
- Edward the Confessor and his death

The Anglo-saxons –

Britain's settlement by the Anglo-saxons and Scots

- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-saxon invasions, settlements and kingdoms, place names and village life
- Anglo-saxon art and culture
- Anglo-saxon laws and justice

Question: Why should we learn about the Maya? - The Mayans

Substantive knowledge (what we what children to know and remember)

- Children know and remember where the Maya civilization existed and locate it on a map and what was happening around the world at the same time and how long the Mayan civilization lasted for and that they didn't have metals
- Understand that Mayan people still live in some parts of Central America.
- Understand the significant impact and developments made by the Mayans – astronomy, maths, written language, cities, pyramids/ temples, farming and irrigation
- Name and discuss important cities and people – Palenque, Tikal, Copan, Pascal the Great (Alfred the Great)
- Be able to contrast aspects of the Mayan culture with Saxon Britain

Disciplinary knowledge (based on the HIAS AREs)

Y5 Characteristic features – Can identify and make links between significant civilizations and others studied previously and understand that some past civilizations in different parts of the world have important similarities

Y5 Chronology – Understand that past civilizations overlap with others in different parts of the world, and their respective durations vary.

Y5 Historical interpretations – Understand that some interpretations are more reliable than others and construct simple arguments about aspects of events and civilizations studied. Understand different accounts of the past emerge for various reasons

Y5 Historical enquiry – Can explain why a source may be unreliable

Y5 Historical significance – Can make judgements as to the significance of events, people or developments

Question: Vikings! Raiders or traders? – The Vikings

Substantive knowledge (what we what children to know and remember)

- Children understand that the word 'Viking' means raider or looter, but this mainly applies to their early years in Britain and that this a stereotype
- Children can locate on a map where the Vikings came from and identify the duration of the Viking period and compare with other civilizations learnt and when the Vikings settled
- Can explain the design and importance of Viking ships and why the Vikings began to raid – Lindisfarne
- Know about recent excavations – Jorvik
- Understand that the earliest written evidence compromises of very one sided views of those who suffered at the hands of the Vikings

Disciplinary knowledge (based on the HIAS AREs)

Y5 Historical interpretation – Understands that some interpretations are more reliable than others and that different accounts of the past emerge for various reasons – different people might give a different emphasis

Y5 Chronology – Understand that past civilizations overlap with others in different parts of the world, and their respective durations vary

Y5 Historical significance – Can use criteria to make judgements as to the significance of developments

Y5 Continuity and change – Can give simple examples of why change happened during particular periods

Question:–Anglo-Saxons – The ruin of Britain?

Substantive knowledge (what we what children to know and remember)

- Children understand where different Saxons (Angles, Saxons, Jutes) came from and why they came plus origins of Scotland, Wales and France

- Locate on the map where the Anglo-Saxons came from and identify the duration on the time line
- Understand that Saxons kingdoms changed – initially 8 kingdoms which merged into 4
- Know about the Christian conversion, Christian missionaries
- Gain knowledge about major aspects of the Saxon legacy laws, language, place names, major Christian centres

Disciplinary knowledge (based on the HIAS AREs)

Y5 Chronology – Understand that past civilizations overlap with others in different parts of the world, and their respective durations vary

Y5 Continuity and change – Can give simple explanations of why change happened during particular periods and understand that changes do not impact everyone in the same way or at the same time

Y5 Cause and consequence – Can explain consequences in terms of immediate and longer term effects and people were affected differently and can link cause or explain that one cause might be linked to another

Y5 Historical interpretations – Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis and understand that some interpretations are more reliable than others

Y5 Historical enquiry – Can explain with examples why a source might be unreliable and can construct simple reasoned arguments about aspects of events, periods and civilizations studied