Thomas Gray Primary History Scheme of Work (Key Learning) Years 5/6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 5/6 Cycle 1 | | | | |
|  | Topic 1 | | Topic 2 | Topic 3 |
|  | WW2  (Chronological study of your choice after 1066/local significance) | Y5 Ancient Greece  (Stronger Faster Higher) | | Local History  (Oh! I do like to be beside the seaside) |
| Chronology | Show their increasing knowledge and understanding of the past by:   * Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport. * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | * Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) * Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. * In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...) * Analyse connections, trends and contrasts over time *(e.g. Greek influences and their applications to the lives of people in different periods).* | | * Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. *Victorian era; turn of the century; pre-war; inter-war; post war; the sixties*. * Analyse connections, trends and contrasts over time, e.g. *when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods.* * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day, e.g. *the development of leisure from 19th century to the present day.* * In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts *(primary source, secondary source, reliability).* |
| Events, People and Changes | Be able to describe some of the main events, people and periods they have studied by:   * Understanding some significant aspects of history, e.g. *how the Great Plague of 1665 affected London and beyond.* | * Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history *(e.g. relating to Ancient Greece).* * Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. * Establish a narrative showing connections and trends within and across periods of study *(e.g. by making connections between Ancient Greek developments and other history units they have already studied).* * Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. | | * Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, political and social history e.g. *how the development of the railways enabled Victorians to travel to the coast from inland towns.* * Establishing a narrative showing connections and trends within and across periods of study. * Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes, e.g. *by understanding how different people worked, travelled, and funded coastal visits.* |
| Communication | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms, e.g. *Bills of mortality, plague pits* and vocabulary linked to chronology.   Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | * Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | | * Produce structured work that: * makes connections, draws contrasts and analyses trends between the different periods. * frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. |
| Enquiry, Interpretation and Using Sources | * Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. * Use some sources to start devising historically valid questions about change, cause and significance e.g. *of the Great Plague*. * Understand some of the methods of historical enquiry, how evidence is used to make historical claims. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. *whether the uniform of a plague doctor would work as protection from the disease.*   Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist’s pictures, museum displays, written sources).* | * Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.   Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. | | * Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses, e.g. *examining the coastal settlement patterns and railway routes.*   Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this, e.g. *What evidence do we have? Why was it created? What does it tell us?* |
| Year 3/4 Cycle 2 | | | | |
|  | Topic 1 | Topic 2 | | Topic 3 |
|  | Vikings  (Super Sleuth) | Y5 Ancient Greece  (Stronger Faster Higher)  (as above) | | Maya Civilization or *Islamic Golden Age* |
| Chronology | * Sequence events and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation, parliament, peasantry...).* * Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day *(e.g. with particular focus on the period from 850AD to 1066AD).* * In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*e.g. propaganda, bias, primary source, secondary source, reliability...).* * Analyse connections, trends and contrasts over time *(e.g. warfare and battle).* |  | | Show their chronologically secure knowledge by:   * Sequencing events *(such as inventions)* and periodsthrough the use of appropriate terms relating to the passing of time *(empire, civilisation).* * Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. * In depth study of different periods *(such as the Islamic Golden Age)*, using appropriate vocabulary when describing the passing of time and historical concepts *(primary source, secondary source, reliability).* * Analyse connections, trends and contrasts over time. |
| Events, People and Changes | * Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. * Establish a narrative showing connections and trends within and across periods of study. * Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes *(e.g. understanding how different people settled).* * Present a clear narrative within and across periods that notes connections, contrasts and trends over time. |  | | Show their knowledge and understanding of local, national and international history by:   * Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history. * Establishing a narrative showing connections and trends within and across periods of study *(e.g. by making connections between the House of Wisdom and other history units they have already studied).* * Beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes *(e.g. by understanding which countries Baghdad AD900 influenced).* |
| Communication | * Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. * Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. |  | | * Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. |
| Enquiry, Interpretation and Using Sources | * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. * Begin to recognise why some events, people and changes might be judged as more historically significant than others. |  | | * Understand the methods of historical enquiry, how evidence is used to make historical claims *(such as those* *about Baghdad AD900*), and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this *(e.g. what evidence do we have, why was it created, and what does it tell us?)* |