

## YEAR 5 History CURRICULUM

***Outlined below is the Year 5 History Curriculum which includes details of both the National Curriculum and the KPS Curriculum.  
The statutory guidance is taken from the Key Stage 2 History Curriculum.***

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
<b>BRITISH HISTORY</b>	Changes in Britain from the Stone Age to the Iron Age	Year 3	
	The Roman Empire and its impact on Britain	Year 4	
	Britain's settlement by Anglo-Saxons and Scots  AND The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p>The focus should be on the nature of the settlement in Britain and the evidence that remains.</p> <p>The most important point to consider is not the content of what you teach but how it provides a context for developing key historical skills; children need to test historical hypotheses and interpretations eg. <i>Has history been fair to the Vikings? Raiders or traders?</i></p> <p>Look at the stereotypical view that often surrounds the Vikings in the media. It is important to help children to appreciate how careful we must be when labelling groups of people, whether it is today (asylum seekers, Polish builders!) or in the past. They should test evidence and realise the importance of being sure that your judgement is based on sound evidence. In this way pupils learn to evaluate what is being said. Perhaps the Vikings had such a bad press only because most of the written evidence came from monks who suffered most at the hands of the Vikings.</p>	<p>Link to Geography – early settlements and use of maps.</p> <p>Link to R.E. – Christianity conversion.</p>
	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	Year 6	
	A local History study.	Year 6	

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<b>BROADER HISTORY</b>	The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus valley; <b>Ancient Egypt</b> ; the Shang Dynasty of Ancient China.	Year 3	
	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 4	
	A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c AD900; Mayan civilization c AD900; Benin (West Africa) c AD900 – 1300.	It would make sense to choose the Mayan civilisation as this links strongly to Geography and the study of a south American region. Don't waste opportunities to compare to the Ancient Egypt civilisation (year 3); opportunity to compare pyramids from that civilisation (2000 years before) and pyramids from the Mayan civilization. Also the Mayan writing system called hieroglyphs (heard that somewhere before???) and Mayan Art – Maya Blue pottery (comparisons here to Ancient Greece).	Link to Geography – study of a South American region.  Link to Art – pottery and ceramics.

**\*Every classroom MUST have a time line that has all events and periods studied on it from previous years, then new ones can be added as the year goes on.**

**\*Devising key questions is crucial to provide exciting and worthwhile historical contexts in which to develop specific skills, conceptual understanding and awareness of the historical processes.**

**\*Pupils also need to see history as a matter of interpretation. The use of key questions really helps here if you phrase them in such a way as to make it obvious that a form of conceptual understanding or historical process is being developed eg. "What were factory conditions really like in Victorian times?" immediately suggests that there is a difference of opinion that needs resolution.**

**\*If the key questions are sharp and well-written then the teacher will have a clear focus for the learning.**

**\*A local history study can be from any locality, not just the school's immediate area.**

**\*When using historical evidence, ask:**

***1. What we can see and can say for certain.***

***2. What we think (our opinions, hypotheses).***

***3. What we would like to find out.***

**(The level, depth and sophistication of the children's responses to the picture or object should increase with age, so providing evidence of progression.)**