

**Class: Year 5**

Unit		
<p><b>AAut /2</b>  <b>Unit title:</b>                      Was the Anglo-Saxon period really a Dark Age?</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- response contains evidence of a good understanding of the use of the historical terms</li> <li>- refer to evidence from a range of varied sources studied within the sessions</li> <li>- reach an overall conclusion on the use of the term 'Dark Ages' with clear reference made to the preceding arguments</li> <li>- responses follow a clear structure appropriate for presenting an argument</li> </ul>	<p><b><u>Key historical skills</u></b></p> <ul style="list-style-type: none"> <li>- develop a chronologically secure knowledge and understanding of British and world history</li> <li>- develop the appropriate use of historical terms - understand how our knowledge of the past is constructed from a range of sources</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- note connections, contrasts and trends over time</li> <li>- regularly address and devise historically valid questions about significance</li> </ul>
<p><b>Spr 1/2</b>  <b>Unit title:</b>                      Would the Vikings do anything for money?</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- order and list factors in a hierarchy of significance, and can comment on why they have selected this order</li> <li>- make a link between the causes of events in the period of study compared to other periods studied</li> <li>- responses contain a number of historical terms from this unit and from studies throughout the key stage</li> </ul>	<p><b><u>Key historical skills</u></b></p> <ul style="list-style-type: none"> <li>- develop a chronologically secure knowledge and understanding of British history</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> <li>- establish clear narratives within and across the periods</li> <li>- develop the appropriate use of historical terms</li> <li>- address historically valid questions about cause and significance</li> <li>- construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>- note contrasts and connections over time</li> </ul>
<p><b>Sum 1/2</b>  <b>Unit title:</b>                      What makes people go on a journey?</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- identify a number of differences in the interpretations presented about historical events</li> <li>- explain why there may be differing interpretations, and will make reference to the differing types of representation</li> <li>- use key terms related to sources and evidence</li> </ul>	<p><b><u>Key historical skills</u></b></p> <ul style="list-style-type: none"> <li>- develop a chronologically secure knowledge and understanding of British and world history</li> <li>- establish clear narratives</li> <li>- address and devise historically valid questions about significance and cause and change</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> <li>- note connections, contrasts and trends over time</li> </ul>