



Holy Trinity C of E Primary School
History and Geography
2021-22
Year 5



Within teaching a range of sources (e.g. stories, diary entries, pictures, buildings still standing today and artefacts) will be used to demonstrate how our past is constructed.

By the end of KS2, children will have a developed chronological knowledge of British, local and world history.

Within teaching children should use world maps, Ordnance Survey maps, topographical maps, digital mapping (e.g. Google Earth), atlases and globes

Teaching should cover fieldwork skills, including digital mapping, to create a sketch map of the local area showing human and physical features

Geography Concepts		History Concepts	
Planning and Decision Making	Cause and Effect	Using Evidence	Cause and Consequence
Change	Location and Place	Significance	Continuity and Change

<p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>	<p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>	<p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>	<p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>
<p>Previous topic: How did the Romans change Britain?</p> <ol style="list-style-type: none"> Why did the Romans invade Britain? How did the Romans conquer Britain? How did the Romans develop and change Britain forever? 	<p>Previous topic: Were the Anglo-Saxons and Scots significant?</p> <ol style="list-style-type: none"> Which empire did Anglo-Saxons take over from in Britain? What was life like for the Anglo-Saxons? Why? What were Anglo-Saxons beliefs and how did they change? 	<p>Previous topic: What makes up the North East?</p> <ol style="list-style-type: none"> Which counties are in the North East of England? Can you explain how to use a map and compass to describe locations? What are human and physical characteristics? Can you describe our local area using human and physical characteristics? 	<p>Previous topic: Volcanoes: a suitable home?</p> <ol style="list-style-type: none"> What is a volcano? What causes a volcano to erupt? What happens when a volcano erupts? Which 3 different main categories can volcanoes be in? Where is the Ring of Fire and what does it contain?
<p>Were the Anglo-Saxons and Scots significant? Britain's settlement by Anglo-Saxons and Scots (410-1066AD)</p>	<p>Who were the Vikings? The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor (793-1066AD)</p>	<p>What are the different areas of our world? World geography, changes over time</p>	<p>'The lungs of our earth'. Do we really need to protect our rainforests? Planning and decision making, cause and effect</p>
<ul style="list-style-type: none"> I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago) I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, millennia, eras, AD, BC/BCE) I can ask historically valid questions about a specific time period (linked to cause, change, similarity and differences e.g. creative frame) I can can sequence the Saxon time period in chronological order against Prehistoric Britain, Ancient Egyptians, Ancient Greeks and Roman time periods (e.g. walkable and scaled down timeline) I can describe how we can construct our knowledge of the past I can describe what an archaeologist is and how it helps us to construct our knowledge of the past I can independently select and use sources to respond to historical questions/ideas (e.g. inference square) I can use historical words and phrases to describe and compare what life was like then and now (e.g. chronological, discovery, job titles, invasion, settlement, kingdom, national, international, withdrawal, fall, empire, chief, culture, pagan, conversion, Christianity) (e.g. using artefacts, photographs) I can explain cause and consequence (e.g. why the Anglo-Saxons came to Britain, e.g. concept web, diamond 4 or 9) I can identify significance criteria (e.g. what makes an event or person significant?) {Significance 5Rs} I can identify the significance of events or people e.g. linked to Alfred the Great, religion, disuse of Roman developments, for example roads). 	<ul style="list-style-type: none"> I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago) I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, millennia, eras, AD, BC/BCE) I can ask historically valid questions about a specific time period (linked to cause, change, similarity and differences e.g. creative frame) I can can sequence the Viking time period in chronological order against Prehistoric Britain, Ancient Egyptians, Ancient Greeks, Roman and Saxon time periods (e.g. walkable and scaled down timeline) I can describe what an archaeologist is and how it helps us to construct our knowledge of the past I can use historical words and phrases to describe and compare what life was like then and now (e.g. chronological, discovery, primary evidence, secondary evidence, invasion, raid, crops, farms feasts, resistance, justice, democracy, law, national, international, pagan, Christianity) (e.g. using artefacts, photographs) I can independently select and use sources to respond to historical questions/ideas (e.g. inference square) I can identify cause and consequence (e.g. why different people took control of Britain, why empires fell, change in building materials from the Romans and use of houses, women having more rights and responsibilities than Roman culture, free-flowing nature of Viking society, farming, raiding and trading) I can identify significance criteria (e.g. what makes an event or person significant?) {Significance 5Rs} I can identify the significance of the events in Viking history (e.g. linked to Olaf Tryggvason, advances in exploration, shipbuilding, raiding and navigation, language –place names-, combs and other grooming objects, strength of army, trade networks, craftsmanship etc) 	<ul style="list-style-type: none"> I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle (labelled horizontally on a map) I can identify significant world countries in Europe and North and South America (including Russia) I can identify and describe the location of major cities (such as capital cities) across the world I can use four figure grid references, symbols and keys (reading references as single digits e.g. 31,42 would be read three, one, four, two) I can compare similarities and differences between a region in the UK and a region from Europe or Russia including human and physical geography (e.g. virtual trip on Google Earth/photographs: including climates, rainfall, population, altitude, biomes, vegetation belts, volcano and earthquakes, settlements) I can identify changes over time in a location (e.g. digi map/time map: as stated above from Europe or Russia focussing on information e.g. tourism, technology, social, political, cultural and economic (*Teacher language only – HA can be challenged here) 	<ul style="list-style-type: none"> I can identify causes that link together to cause deforestation (related causes and effects) I can identify multiple consequences of deforestation I can recognise how deforestation changes an area using photographs I can identify that different causes and effects have different levels of significance when planning and making decisions (e.g. ranking levels of significance) I can make a decision on whether to plan a new logging company or a conservation area (signposts to cover: choice, resolving conflict, suitability, power, values and perspectives)
<p>Children should know:</p> <ul style="list-style-type: none"> The Anglo-Saxons came after the Roman Empire when they withdrew from Britain (410AD) That the life of Anglo-Saxons was simple and non-materialistic, they worked hard so they were skilled (e.g. weaver, metal worker) to create products for themselves and to trade with others in their village Anglo Saxons began as pagans until Christianity spread across the Saxon 	<p>Children should know:</p> <ul style="list-style-type: none"> The Viking invasion in Lindisfarne in AD793 shocked the nation as it was considered the very place where the Christian religion began Saint Cuthbert is the Anglo-Saxon saint of Lindisfarne The first Viking invasion recorded in the Anglo-Saxon Chronicle was around AD787 Cnut becomes King of the Danes and King of England 	<p>Children should know:</p> <ul style="list-style-type: none"> The significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle Significant world countries and major world cities How to use four figure grid references, symbols and keys 	<p>Children should know:</p> <ul style="list-style-type: none"> Causes and effects for deforestation That some causes and effects can have a more significant impact than others That different peoples' values affect what they plan and design and that conflicts need be resolved in order for a decision to

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be made