LONGTON LANE PRIMARY SCHOOL **HISTORY YEAR 5 CYCLE** B

*‘Believe and Achieve’*

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| National Curriculum Subject Content  * changes in Britain from the Stone Age to the Iron Age **5** * a local history study 9 | |
| **Stone Age to Iron Age** | **Local History (Prescot / Rainhill Trials / Liverpool)** |
| * Use significant historical dates accurately in their work. * Create timeline to outline specific developments / information i.e.medicine, transport, people. * Use their mathematical skills to work out exact time scales and differences as need be. * Recognise the difference between history and pre-history * Explain the transitions made across periods of history studied in KS2 * Describe historical events from the different period/s they are studying/have studied. * Make comparisons between historical periods studied in KS2; explaining what has changed and what has stayed the same. * Appreciate significant events in history have helped shape the country we have today. * Recall and use specific historical vocabulary accurately (year group key vocabulary) * Have a good understanding as to how crime and punishment has changed over the years. * Test out a hypothesis in order to answer a question. * Appreciate how historical artefacts have helped us understand more about the present and past. * Fully justify both points of view in an historical argument * Recognise primary and secondary sources of evidence * Recognise the reliability of a historical source of evidence and explain why there are differences. | * Use significant historical dates accurately in their work. * Create timeline to outline specific developments / information i.e.medicine, transport, people * Use their mathematical skills to work out exact time scales and differences as need be. * Describe historical events from the different period/s they are studying/have studied. * Make comparisons between historical periods studied in KS2; explaining what has changed and what has stayed the same. * Appreciate significant events in history have helped shape the country we have today. * Recall and use specific historical vocabulary accurately (year group key vocabulary) * Test out a hypothesis in order to answer a question. * Appreciate how historical artefacts have helped us understand more about the present and past. * Fully justify both points of view in an historical argument * Recognise primary and secondary sources of evidence * Recognise the reliability of a historical source of evidence and explain why there are differences. |

**CHRONOLOGICAL UNDERSTANDING KNOWLEDGE AND INTERPRETATION HISTORICAL ENQUIRY**