





LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 5

Subject: History

Topic/ Unit Curriculum Strand  	Autumn: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (1)	Spring: No history unit taught	Summer: A non-European society - Mayan civilization (2)
Chronological understanding	<p>Children can...</p> <ul style="list-style-type: none"> • Explain the chronology of different time periods and how they relate to one another on a time line, and identify some differences and similarities between them (1/2) • Accurately use and order dates to describe key events in the time period studied (1) • Describe the main changes in a period of history, and begin to look at the development of specific features, such as laws (1) • Begin to understand the concepts of continuity and change over time, and identify periods of rapid change and relatively little change in history (1/2) <p>Children know...</p> <ul style="list-style-type: none"> • About the struggle for power in Britain from the Viking invasions up to and including following the death of Edward the Confessor in 1066 (1) • How Britain changed during and immediately following Viking rule, up to and including 1066 (1) • Where and when the Mayan civilisation existed, and some of their achievements (2) 		
Historical terms and concepts	<p>Children can...</p> <ul style="list-style-type: none"> • Study different aspects of life of different people during the periods studied, e.g. differences between men and women/rich and poor (1/2) • Compare an aspect of life with the same aspect in another period - for example, laws, crime and punishment (1) • Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world (1/2) • Examine causes and results of great events and their impact on people during the time periods studied, and begin to describe how they have helped shaped Britain today - for example, King Ethelred, Edward the Confessor, and the Battle of Hastings (1) • Use and understand appropriate historical vocabulary to communicate information such as medieval, invasion, succession, borders, civilisations (1/2) • Communicate knowledge and understanding in a variety of ways -discussions, models, diagrams and different genres of writing including biographies and persuasive writing (1/2) <p>Children know...</p> <ul style="list-style-type: none"> • What society (settlements, religion, food, jobs, clothing) was like in Viking Britain (1) • What law and justice was like in Viking Britain, and how this is similar and different to life in Anglo-Saxon Britain and modern Britain (1) • About the struggle for the Kingdom of Britain following the Viking invasion, including resistance by the Anglo-Saxons and the introduction of the Danegeld (1) • What happened in Britain following the death of Edward the Confessor in 1066, and how this affected Britain today (1) • What society (religion, diet, number system) was like in the Mayan civilisation, and how this is similar and different to life today (2) 		
Historical enquiry	<p>Children can...</p> <ul style="list-style-type: none"> • Analyse a wide range of different sources to collect evidence and justify claims about the past (2) • Identify primary and secondary sources, and understand what these terms mean (2) • Understand and explain how using more than one source of evidence gives us a better understanding of the past (1/2) • Identify and select suitable sources of evidence, and begin to explain which are the most accurate and reliable (1/2) • Summarise some of the reasons why we don't know as much about some civilisations as we do others (1/2) <p>Children know...</p> <ul style="list-style-type: none"> • That historical artefacts have helped us understand more about British lives in the present and past (1) • That some types of evidence are more useful and reliable than others (1/2) • Examples of historical evidence from Viking Britain (1) and the Mayan civilisation (2), and what this evidence tells us about life in those times 		

Historical perspectives / interpretations of History	<p>Children can...</p> <ul style="list-style-type: none">• Understand that no single source of evidence gives the full answer to questions about the past (1/2)• Suggest reasons for similarities and differences in multiples accounts of the same event (2)• Evaluate the usefulness and accuracy of different sources (1/2)• Discuss more than one perspective of key historical questions, for example who should have ruled Britain following the Viking invasions (1)• Begin to form their own well-reasoned opinion on a topic following consultation with multiple sources (1/2) <p>Children know...</p> <ul style="list-style-type: none">• Accounts of historical events and people are biased by the author's opinions and beliefs (1/2)• Not all historical sources are accurate (1/2)
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