



## Year 5 History Progression of Knowledge & Skills



National Curriculum	Year 5 Progression of Knowledge and Skills
<b>Hi2/2.4 Ancient Greece (Year 5)</b> Pupils should be taught a study of Greek life and achievements and their influence on the western world.	<ul style="list-style-type: none"><li>• I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and <i>The Greeks were BC.</i></li><li>• I know that the Greeks have influenced our lives today in a variety of different ways.</li><li>• I know that the Greeks had an in-depth mythology which shaped their world views</li><li>• I know that City states developed their way of life</li><li>• I can use information from artifacts (pottery/pictures/statues)</li><li>• I can choose reliable sources of evidence to understand more about the Greeks</li></ul> <b>Vocabulary: Greece, Mount Olympus, Gods (Zeus), Goddesses, Olympian, Legends, Myths, Asphodel fields, underworld, Styx, Democracy, Zodiac, Chiton, Artefact, City State, Sparta, Athens, Chiton, Pottery, Zodiac</b>
<b>Hi2/2.5 Non-European Study (Year 5)</b> Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; or Benin (West Africa) c. AD 900-1300	<b>Mayans:</b> <ul style="list-style-type: none"><li>• I know that the Mayans lived across many time periods which we have already studied in school</li><li>• I know that the Mayans had a complex way of life which differed very much to other periods in history</li><li>• I know that Their location influenced their way of life such</li><li>• I know that there are a number of factors which linked to the decline of the Mayans</li><li>• I can use research to describe the Mayan way of life.</li></ul> <b>Native America:</b> <ul style="list-style-type: none"><li>• I understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li></ul> <b>Vocabulary: City state, Mayan, Inca, Aztec, Olmec, Mayan Calendar, pyramid, Jaguar, Spirit of the Jaguar, Nature, Civilisation, Hieroglyphics, Maize, Yucatan</b>
<b>Hi2/2.1 Local History (All Years)</b> Pupils should be taught about an aspect of local history	<ul style="list-style-type: none"><li>• I can describe why early settlers chose a place to settle</li><li>• I can describe the advantages and disadvantages of building design</li><li>• I can describe why the changes of castles took place over time</li><li>• I know that Castles and city walls are a key part of many UK settlements.</li></ul> <b>Vocabulary: settlements, castles, settlers, battlements, moats, Motte&amp;Bailey, concentric castles, monarchy, kings, queens, peasants</b>

## Assessment End Points Year 5

Knowledge	Skills
<ul style="list-style-type: none"><li>• I know how to use a timeline (divided into 'BC'/'BCE' and 'AD'/'CE') to sequence local, national and international events, as well as historical periods.</li><li>• I know which people, causes and consequences of change are important.</li></ul>	<ul style="list-style-type: none"><li>• I can include detail when I talk or write about the past and put my ideas in context (chronological and scale).</li><li>• I can make links between events, situations and changes within and between different periods and societies to suggest reasons for similarities and differences in society, culture and religion in Britain and the wider world.</li><li>• I can evaluate the accuracy and usefulness of primary and secondary sources of evidence.</li></ul>