



Singleton Church of England Primary School

Progression of Skills and Knowledge

History - Y5



	Year 5 Unit 1 The Anglo Saxons	Year 5 Unit 2 The Vikings	Year 5 Unit 3 Journeys
			
SUBSTANTIVE CONCEPTS 8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality
DISCIPLINARY CONCEPTS	Constructing / Communicating the past Change and development Historical Enquiry Using sources as evidence	Constructing / Communicating the past Sequencing the past- Chronology Change and development Significance and interpretations Historical Enquiry	Constructing / Communicating the past Change and development Cause and effect Significance and interpretations Historical Enquiry
KEY VOCABULARY	Invasion, archaeologist, hoard, chronicle. Conversion, monastery, settlement, kingdom, monarchy, interpretation.	Raid, pagan, Danelaw, pillaged, migrate, Scandinavia, reign, concurrent	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status,
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none"> Knows the Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. Knows the Anglo-Saxon influence can be seen in place names in Britain today. Knows Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. Know of and be able to explain the term Dark Ages Knows the religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Knows the Saxons were initially pagans, but gradually they became Christian, building churches and setting up monasteries, which became centres of learning Knows why is arachnological evidence so important? Know of the following Sutton Hoo ship burial Staffordshire Hoard 	<ul style="list-style-type: none"> Know that Vikings raided Britain in 793 AD Know about the significance of Lindisfarne – the raid / attack Know the Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. Know they left homelands due to overcrowding – not enough farm land too many people Know that the Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. Anglo-Saxon kings made continuous attempts to regain land from the Vikings. Know of key people – Alfred the Great Know of the significance of the Magna Carta Know that Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. Know that in 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England Make a connection to Anglo Saxons and Roman invasions in terms of reasons and challenges with evidence 	<ul style="list-style-type: none"> Knows of the voyages of Walter Raleigh – Tudor explorer Knows about the Titanic - link to Irish immigration – same ship different reasons for travel Knows the Class system – 3rd class passengers poor – Irish – trying to emigrate for better life 1st class passengers – sailing for pleasure Knows that the Ship Sunk on Maiden voyage Knows about Kindertransport in World War Two - a group of Jews fleeing persecution – life or death situation – over 9500 children made the journey alone without parents Knows about the voyage of the Empire Windrush. – 1940’s west indies part of British empire People in the colonies (Empire) had been brought up to think of Britain as the mother country, and believed that when they arrived in the UK, they would be treated as a part of the family and made welcome. They travelled on the HMT Empire Windrush to Britain – but not all the passengers were welcomed in Britain and were treated badly Know that these journeys differ – some were taken by choice, some for pleasure, some for a better life and some out of necessity for survival
CHRONOLOGICAL KNOWLEDGE	<ul style="list-style-type: none"> Knows that the Anglo Saxons were around for six centuries from 410 to 1066. 	<ul style="list-style-type: none"> Knows about the Viking period which was from 793 until 1066. Knows about the order in which the Vikings invaded lands. 	<ul style="list-style-type: none"> Knows about the journeys that happened in the 1800s and 1900s.
MAKING CONNECTIONS Key knowledge / key questions	So today we are going to learn about the Anglo Saxons invasion of Britain – This links to prior learning, particularly to Year 4 Unit 2: Roman Britain as they invaded just after the Romans left What can we remember about the Roman invasions of Britain <ul style="list-style-type: none"> They invaded Britain for the first time in 55 BC – but didn’t stay long Invaded again in 43AD and this time they controlled a lot of Britain They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. In Britain, there were many Roman villas in the countryside Power struggle - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. In AD 122, Emperor Hadrian decided that a northern border wall should be built - Hadrian’s Wall. The Romans’ legacy can be seen in many places around Britain today 	Refer to prior learning in Year 5 Unit 1: The Anglo-Saxons and Year 4 Unit 2: Roman Britain, particularly relating to possible reasons for invasion and settlement Recap on Key reasons for invasions <ul style="list-style-type: none"> Power England a wealthy country For financial gain Climate / landscape Farming potential etc Consider legacy of invasions – <ul style="list-style-type: none"> Inventions / advancements in technology – e.g. Roman flushing toilets / heating systems / advancements in weaponry etc 	Make connections with Year 1 Unit 2: The Greatest Explorers, Year 4 Unit 2: Roman Britain, Year 5 Unit 1: The Anglo-Saxons and Year 5 Unit 2: The Vikings Remind them of some of the journeys undertaken in previous units studied and why these journeys were undertaken. <ul style="list-style-type: none"> Invasions – for many reasons Power England a wealthy country For financial gain Climate / landscape Farming potential etc

	<p>- By the 5th century many Romans had left and by 410 AD Make Links to the timeline / chronology Why do we think The Anglo Saxons invaded?</p>	<ul style="list-style-type: none"> • Road net works • Buildings • Place names 	<p>Explain that in this unit going to explore other more complicated reasons why journeys sometimes have to be taken.</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY (SKILLS) Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</p> <p>Key Assessment Opportunities – Highlighted.</p>	<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Beginning to discuss and ask and answer more complex questions about the past • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> • An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework • Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). • Making some links between and across periods, such as the differences between clothes, food, buildings or transport. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> • Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum • Understanding some of the ways in which people's lives have shaped this nation. • Understanding some significant aspects of history – nature of ancient civilisations; <ul style="list-style-type: none"> ◦ Identify key things that stayed the same between periods. ◦ Identify key things that changed between periods. <p>Cause and effect</p> <ul style="list-style-type: none"> • An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance • Describing how Britain has influenced and been influenced by the wider world <p>Significance and interpretations</p> <p>Historical Significance</p> <ul style="list-style-type: none"> • Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework <p>Historical Interpretations</p> <ul style="list-style-type: none"> • Using a greater depth and range of historical knowledge to provide more reasoned explanations • A developing understanding of specific historical abstract terms such as civilisation <p>Historical Enquiry</p> <p>Historical Investigations</p> <ul style="list-style-type: none"> • An increasing proficiency in the effective use of historical enquiry and selection of evidence • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Becoming a more independent learner <p>Using sources as evidence</p> <ul style="list-style-type: none"> • An increasing awareness of the different ways in which the past is represented and interpreted • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Beginning to discuss and ask and answer more complex questions about the past • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> • An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework • Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). • Making some links between and across periods, such as the differences between clothes, food, buildings or transport. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> • Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum • Understanding some of the ways in which people's lives have shaped this nation. • Understanding some significant aspects of history – nature of ancient civilisations; 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