

<p align="center"><b>History – Upper Key Stage 2</b></p> <p align="center"><b>Units of Work &amp; NC links for Years 5 and 6</b></p>				
	Year 5 (History units of work)	National Curriculum Link	Year 6 (History units of work)	National Curriculum Link
	<p><b><u>AUTUMN TERM:</u></b>  <i>The Vikings and Anglo-Saxons: Who got what in the struggle for Britain?</i></p> <p><b><u>SUMMER TERM:</u></b>  <i>The Maya: Why were the Maya more advanced than Britain in 900AD?</i></p>	<p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p><i>The non-European society that provides contrasts with British history: The Mayan Civilisation.</i></p>	<p><b><u>AUTUMN TERM:</u></b>  <b>A Quick March through the Wars: Is it ever right to fight?</b>                      E.g. - 1066, Civil War, WW1, WW2</p> <p><b><u>SUMMER TERM:</u></b>  <b>Local Study: How was Stockport impacted by World War 2?</b>  <i>(Stockport air raid shelter)</i></p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Local study of History.</p>

## Upper Key Stage 2 – Knowledge outcomes by the end of UKS2 for Y5 & Y6

*(with support and guidance from Chris Trevor)*

<p>Historical chronology and understanding</p>	<ul style="list-style-type: none"> <li>• I can place events, people and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD.</li> <li>• I can tell the story of events within and across the time periods I have studied.</li> <li>• I can identify specific changes within and across different periods over a long arc of development.</li> </ul>
<p>Historical concepts</p>	<ul style="list-style-type: none"> <li>• I understand the complexity of people’s lives in the past and how some societies are very different due to changes of the challenges at the time.</li> <li>• I can discuss trends over time.</li> <li>• I can see the relationship between different periods and the legacy or impacts for me and my identity.</li> </ul>
<p>Historical Interpretation</p>	<ul style="list-style-type: none"> <li>• I can explain that the past can be represented or interpreted in many different ways.</li> <li>• I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> </ul>
<p>Historical enquiry</p>	<ul style="list-style-type: none"> <li>• I can devise my own historically valid questions.</li> <li>• I know how our knowledge of the past is constructed from a range of sources.</li> <li>• I carefully select and organise relevant historical information from a range of historical sources of information.</li> </ul>
<p>Historical communication</p>	<ul style="list-style-type: none"> <li>• I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods (e.g. - century, decade).</li> </ul>

## Year 5 – History (Assessment of Knowledge and Skills)

Year 5 – Skills (How to achieve end of UKS2 outcomes)		UKS2 Outcomes (Achieved by the end of Year 6)	Assessment of Year 5 children (initial – E & X, other chn not initialled are assessed by teacher as M)	
Historical chronology and understanding	<ul style="list-style-type: none"> <li>• Uses timelines to place and sequence local, national and international events. <b>Organising the sequence of events from the Vikings invading Lindisfarne to conquering vast areas of Britain inc the actions of Alfred the Great.</b></li> <li>• Sequences historical periods. <b>Sequence of events which led to decline of the Vikings (Edward the Confessor and Battle of Hastings)</b></li> <li>• Describes events using words and phrases</li> <li>• - <b>Lindisfarne, Alfred the Great, Edward the Confessor</b></li> <li>• Identifies changes within and across historical periods. <b>A street through time (overview of where this period fits into British history), Danelaw (the division of Britain during the Viking era)</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can place events, people and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD.</li> <li>• I can tell the story of events within and across the time periods I have studied.</li> <li>• I can identify specific changes within and across different periods over a long arc of development.</li> </ul>	<u>E</u>	<u>X</u>
Historical concepts	<ul style="list-style-type: none"> <li>• Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. <b>Contrast between Anglo Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)</b></li> <li>• Gives some causes and consequences of the main events, situations and changes in the</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the complexity of people’s lives in the past and how some societies are very different due to changes of the challenges at the time.</li> <li>• I can discuss trends over time.</li> <li>• I can see the relationship between different periods and the legacy or impacts for me and my identity.</li> </ul>	<u>E</u>	<u>X</u>

Year 5 – History: Knowledge and Skills Assessment

	<p>periods studied. Looking at why the Viking left Denmark and invaded Britain, how and why they were able to attack Lindisfarne so easily, creation of Danelaw as a consequence of the conflict, cause of the decline of the Vikings (Edward the Confessor)</p> <ul style="list-style-type: none"> <li>Identifies changes and links within and across the time periods studied. Comparison between Viking society and modern day society, comparison between Viking society and Anglo-Saxon society. Creation of place names across Britain based Viking invasions.</li> </ul>			
<p>Historical Interpretation</p>	<ul style="list-style-type: none"> <li>Looks at different versions of the same event and identifies differences in the accounts. Creation of Danelaw (Viking view vs Alfred the Great), Duke William of Normandy vs Harald Hardrada vs Harold Goodwinson</li> <li>Gives clear reasons why there may be different accounts of history. Conflict therefore contrasting views. Focus on that as we defeated the Vikings it is our history that is rewritten.</li> <li>Knows that people (now and in past) can represent events or ideas in ways that persuade others. Alfred the Grea, Duke William of Normandy vs Harald Hardrada vs Harold Goodwinson and their claim for the throne.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that the past can be represented or interpreted in many different ways.</li> <li>I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>

Year 5 – History: Knowledge and Skills Assessment

<p>Historical enquiry</p>	<ul style="list-style-type: none"> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <b>Street through time, map work, atlases, Weaver Hall Museum</b></li> <li>• Asks a range of questions about the past. <b>Throughout children construct their own questions and answer key questions</b></li> <li>• Chooses reliable sources of evidence to answer questions. <b>TBC</b></li> <li>• Realises that there is often not a single answer to historical questions. <b>TBC</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can devise my own historically valid questions.</li> <li>• I know how our knowledge of the past is constructed from a range of sources.</li> <li>• I carefully select and organise relevant historical information from a range of historical sources of information.</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>
<p>Historical communication</p>	<ul style="list-style-type: none"> <li>• Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. <b>Information text on Dragonship as part of Literacy unit, SparkVideo, Viking based game as part of coding unit.</b></li> <li>• Uses dates and terms accurately. <b>Throughout individual lessons.</b></li> <li>• Chooses most appropriate way to present information to an audience. <b>DEAL strategies, written work in literacy unit, answering key questions, summarising ideas through media eg/SparkVideo</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods (e.g. - century, decade).</li> </ul>	<p><u>E</u></p>	<p><u>X</u></p>