

Beaconsfield Primary School Curriculum Overview

Subject: History	Year Group: 5
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Autumn	Spring	Summer
Unit: WORRYING WORLD WAR I	Unit: VICIOUS VIKINGS	Unit: VILE VICTORIANS
Enquiry question: <i>How did WWI change the UK and the wider world?</i>	Enquiry question: <i>Vikings: Explorers, Raiders or Traders?</i>	Enquiry question: <i>Was the British Empire a success or failure?</i>
<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To describe historical events in details noticing significant people, key dates as well as identify what happened at the same time in different parts of the world. To explain the causes of an historical event and what the consequences of this event. To use documents, printed sources (<i>e.g. archive materials</i>) the Internet, pictures, photographs, music, artefacts, historic buildings and visits to sites to collect evidence about the past. To order significant events, movements and dates on a timeline. To give a broad overview of life in Britain and include some major events from the rest of the world. To understand the difference between a primary and secondary source. To understand the importance of Beaconsfield Primary School during World War I. 	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To use dates and historical terms accurately and describe the main changes in a period in history. To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings To appreciate why Britain would have been an important country to have invaded and conquered (Viking raids and invasions - 793AD) To communicate their knowledge and understanding through Art and English To understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history. To use appropriate vocabulary in order to communicate historically. 	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To understand that no single source of evidence gives the full answer to questions about the past. To use different sources of evidence (primary and secondary) to deduce information about the past. To understand how historical artefacts have helped us understand more about British lives in the present and past To give a broad overview of life in Britain and include some major events from the rest of the world. To give own reasons why changes may have occurred, backed up by evidence. To use dates and terms accurately in describing events and place them on a timeline. To use appropriate vocabulary in order to communicate historically.

