




History			Year 5 and 6		
Cycle A		Key:  Chronological skills 	Historical Interpretation		Historical Enquiry and Language skills
Autumn Term		Spring Term		Summer Term	
Topic Area: Awesome Egyptians!		Topic Area: Victorians		Topic Area: Bridges in Time (Local study)	
Key skills Make appropriate date and chronological conventions such as BC, AD, century and decade To know and sequence key events of a time studied (Chronological skills) To confidently use a range of research techniques To draw conclusions about a period from use of a range of sources To link sources and work out how conclusions were arrived at (Historical interpretation skills) To select and present appropriate information to show what they have found out To carry out their own historical enquiry, using range of sources To begin to produce structured work (including extended writing) making appropriate use of dates and terms, and bringing various sources together (Historical enquiry and language)		Key skills To know and sequence key events of a time studied Use dates precisely and accurately when talking about the past Place events, people and changes within a chronological framework (Chronological skills) To draw conclusions about a period from use of a range of sources, including censuses and inventories To compare accounts of events from different sources, fact and opinion (Historical interpretation skills) To select and present appropriate information to show what they have found out To begin to select and combine information from different sources To carry out their own historical enquiry, using range of sources To begin to produce structured work (including extended writing) making appropriate use of dates and terms, and bringing various sources together (Historical enquiry and language)		Key skills To sequence up to ten events on a time line Place events, people and changes within a chronological framework (Chronological skills) To confidently use a range of research techniques To compare accounts of events from different sources, fact and opinion (Historical interpretation skills) To begin to identify primary and secondary sources of information To begin to select and combine information from different sources To carry out their own historical enquiry, using range of sources (Historical enquiry and language)	
Knowledge To know and understand the beliefs, behaviour and characteristics of people within ancient Egyptian times To know, understand and describe features of Egyptian life and know key dates of key events To understand explanations of past events using evidence to support and illustrate their explanation e.g cause and effect		Knowledge To compare and contrast aspects of Victorian life with aspects of today To understand the work of individuals (Dr. Barnado) and how they influenced society To know, understand and describe features of Victorian society and know key dates of key events Identify changes within and across the Victorian era		Knowledge To have knowledge of famous bridges locally and across the world To understand the work of designers and architects and how the impact bridges had on society To compare and contrast aspects of the past with aspects of today To understand that the type of information available depends on the period of time studied	
<u>Contacts/ Visits:</u> Hancock Museum		<u>Contacts/ Visits:</u> Beamish		<u>Contacts/ Visit:</u> Tyne Bridge/ Millennium bridge Ferry Tour on Tyne	

History		Year 5 and 6	
Cycle B		Key:  Chronological skills	 Historical Interpretation
		 Historical Enquiry and Language skills	
Autumn and Spring Term Topic Area: Kings and Queens - British Monarchy (Tudors - Queen Victoria - Elizabeth II)	Summer Term Topic Area: World War II (Including Battle of Britain and Dunkirk)	Key skills Make appropriate date and chronological conventions such as century and decade To know and sequence key events of a time studied Use dates precisely and accurately when talking about the past Place events, people and changes within a chronological framework (Chronological skills) To confidently use a range of research techniques To draw conclusions about a period from use of a range of sources To compare accounts of events from different sources, fact and opinion To recognise there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability (Historical interpretation) To begin to identify primary and secondary sources of information To begin to select and combine information from different sources To carry out their own historical enquiry, using range of sources To select and present appropriate information to show what they have found out To begin to produce structured work (including extended writing) making appropriate use of dates and terms, and bringing various sources together (Historical enquiry and language)	Key skills To know and sequence key events of a time studied Use dates precisely and accurately when talking about the past To relate current studies to previous studies and make comparisons between different times in history (Chronological skills) To confidently use a range of research techniques To compare accounts of events from different sources, fact and opinion (Historical interpretation skills) To begin to identify primary and secondary sources of information To begin to select and combine information from different sources To carry out their own historical enquiry, using range of sources To produce structured work (including extended writing) making appropriate use of dates and terms, and bringing various sources together (Historical enquiry and language)
Knowledge To name and order significant kings and queens from Tudor monarchs to Elizabeth II To know the beliefs, behaviour and characteristics of these monarchs, recognising there are differing views and feelings To identify and understand the changes within and across different periods due to the actions and influences of these monarchs To understand the work of these individuals and how great events changed aspects of society To be able to write explanations of past events using evidence to support and illustrate their explanation	Knowledge To know the key events which led to World war II To know reasons for, and results of, main events and changes that happened during WWII (including major battles) To compare and contrast aspects of the past with aspects of today		
Contacts/ Visits: London Trip	Contacts/ Visit: Evacuations case - discovery museum Aircraft Museum Castle Eden		

