

Church Walk CE Primary School History Scheme of Work

| Springfield Cycle B | | | | | |
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| | | Year 5 | Year 6 | | |
| Topic | WW2 Study of aspect/ theme in British history beyond 1066- WW2 Letters from the Lighthouse by Emma Carroll Delivered from Dunkirk | Ancient Egypt Study of achievements of earliest civilisations Overview of when / where first ciivilisations appeared Secrets of a Sun King by Emma Carroll | Leisure and Entertainment (Aspects and themes) | Key assessment criteria I describe events from the past using dates when things happened I know how an event or events from the past has shaped our life today. I can draw a timeline with different historical periods showing key historical events or lives of significant people. I research in order to find similarities and differences between two or more periods of history | |
| Chronology | <p>Know and sequence key events of time studied</p> <p>Place current study on time line in relation to other studies</p> <p>Use relevant terms and period labels</p> <p>Use relevant dates and terms</p> <p>Make comparisons between different times in history</p> <p>Sequence up to ten events on a time line</p> | | | I know how to place features of historical events and people from the past societies and periods in a chronological framework | |
| Range and depth of historical knowledge | <p>Study different aspects of life of different people</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and beliefs</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates,characters and events of times studied</p> | | | I know about the main events from a period of | |

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| Historical Enquiry | <p>Begin to identify primary and secondary sources</p> <p>Recognise primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p> <p>Confident use of library, e-learning and other research, mostly independently</p> <p>Select relevant selections of information</p> <p>Confident use of libray, e-learning and research independently</p> | <p>order of events and what happened</p> <p>I know that many of the early civilizations gave much to the world</p> |
| Evidence and interpretation | <p>Compare accounts of events from different sources and between fact and fiction</p> <p>Offer some reasons for different versions of events</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy on interpretations- fact, fiction, opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> | |
| Organisation and communication | <p>Select aspect of study to make a display / class museum eg Ancient Egypt Museum</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing eg letters in role from evacuaeess, recounts from a fighter pilot,</p> <p>DT- plan and making own gas masks (WW2), Egyptian automata</p> <p>Plan and carry out individual investigations</p> <p>Record and communicate knowledge in different forms, (working independently and in groups)</p> <p>Drama and role play</p> | |