

Church Walk CE Primary School History Scheme of Work

Springfield Cycle A Year 5 Year 6				
Topic	Local History Study Theme:Industrial Revolution Victorians- Dr Barnardo Street Child by Berlie Doherty	Study of non- European society (Baghdad) Early Islamic civilisation c.AD900	1960s Space Race	<u>Key assessment criteria</u> 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.
Chronology	Know and sequence key events of time studied Place current study on time line in relation to other studies Use relevant terms and period labels Use relevant dates and terms Make comparisons between different times in history Sequence up to ten events on a time line			I can draw a timeline with different historical periods showing key historical events or lives of significant people.
Range and depth of historical knowledge	Study different aspects of life of different people Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and beliefs Compare beliefs and behaviour with another period studied Examine causes and results of great events and the impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect in another period Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates,characters and events of times studied			I research in order to find similarities and differences between two or more periods of history I know how to place features of historical events and people from the past societies and periods in a
Historical Enquiry	Begin to identify primary and secondary sources Recognise primary and secondary sources Use evidence to build up a picture of life in time studied			chronological framework I know about the main events from a period of

	Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out Confident use of library, e-learning and other research, mostly independently Select relevant selections of information Confident use of library, e-learning and research independently	history, explaining the order of events and what happened I know that many of the early civilizations gave much to the world
Evidence and interpretation	Compare accounts of events from different sources and between fact and fiction Offer some reasons for different versions of events Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy on interpretations- fact, fiction, opinion Be aware that different evidence will lead to different conclusions	
Organisation and communication	Select aspect of study to make a display eg geometric Islamic art Use a variety of ways to communicate knowledge and understanding including extended writing eg non chronological writing about Victorian workhouses, Victorian diary entries; Emotions graph linked to Victorian child labour; Christmas play (2019) The Little Matchgirl DT- designing William Morris inspired wall paper; making a Victorian room Plan and carry out individual investigations Record and communicate knowledge in different forms, (working independently and in groups) Drama and role play eg Victorian child labour, Local visits eg guided tour of Victorian Ulverston	