



Year 5 History Step Up 2022-23

Aspect	Year 4	Year 5	Year 6
<p><b>Everyday life</b></p>	<p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. covered</p> <p>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Explain how artefacts provide evidence of everyday life in the past. covered x 2</p>	<p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Explain how everyday life in an ancient civilisation changed or continued during different periods. (H1) covered optional</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. covered x 7 optional x 2</p>
<p><b>Hierarchy and power</b></p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Describe the hierarchy and different roles in ancient civilisations. covered x 3 optional</p>	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Describe the significance, impact and legacy of power in ancient civilisations. (H2) covered x 2 optional x 2</p>	<p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch. covered optional</p> <p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. covered x 2 optional</p>
<p><b>Civilisations</b></p>	<p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. covered optional</p> <p>The characteristics of the earliest civilisations include cities, government, language, writing, customs,</p>	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world. (H3) covered x 7 optional x 3</p>	<p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe and explain the common traits and motives of leaders and</p>



Year 5 History Step Up 2022-23

	<p>numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). <b>covered</b></p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Describe the significance and impact of power struggles on Britain. <b>covered</b></p>	<p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. <b>Study a feature of a past civilisation or society.</b> (H4) <b>covered x 4</b> optional x 4</p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. <b>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</b> (H5) <b>covered x 5</b> optional x 2</p>	<p>monarchs from different historical periods. <b>covered</b> optional x</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Describe some of the significant achievements of mankind and explain why they are important. <b>covered x 3</b> optional</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). <b>covered</b></p>
<p><b>Report and conclude</b></p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. <b>covered x 11</b> optional x 3</p>	<p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. <b>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</b> (H6) <b>covered x 3</b> optional x 2</p>	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
<p><b>Communication</b></p>	<p>Historical terms include abstract nouns, such as invasion and monarchy. Use more complex historical terms to explain and present historical information. <b>covered</b> optional x 6</p>	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. <b>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</b> (H7) <b>covered x 8</b> optional x 7</p>	<p>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information. <b>covered x 2</b> optional x 3</p>
<p><b>Artefacts and sources</b></p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and</p>	<p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. <b>Use a range of historical sources or artefacts to build a picture of a historical</b></p>	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the</p>



Year 5 History Step Up 2022-23

	<p>important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>covered x 4 optional x 2</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources.</p> <p>covered</p> <p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>covered x 2</p>	<p>event or person. (H8)</p> <p>covered x 6 optional x 4</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources. Identify bias and form balanced arguments. (H9)</p> <p>covered optional</p>	<p>source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source.</p> <p>covered x 3 optional</p> <p>Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>covered x 2 optional</p>
<p>Local history</p>	<p>A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Describe and explain the impact of a past society on a local settlement or community.</p> <p>covered</p>	<p>Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).</p> <p>Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. (H10)</p> <p>covered</p>	<p>Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Present an in-depth study of a local town or city, suggesting how to source the required information.</p>
<p>Compare and contrast</p>	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Compare and contrast two civilisations.</p> <p>covered x 4 optional x 3</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>Compare and contrast an aspect of history across two or more periods studied. (H1)</p> <p>covered x 4 optional x 2</p>	<p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>covered</p>
<p>Significant events</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such</p>	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Explain why an aspect of world</p>	<p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p>



Year 5 History Step Up 2022-23

	<p>as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Explain in detail the multiple causes and effects of significant events.</p> <p>covered x 5 optional</p>	<p>history is significant. (H12)</p> <p>covered x 4 optional x 4</p>	<p>Present a detailed historical narrative about a significant global event.</p> <p>covered x 3 optional x 2</p>
<p><b>Significant people</b></p>	<p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources.</p> <p>covered x 2</p>	<p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. (H13)</p> <p>covered x 2 optional x 3</p>	<p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>covered optional x 2</p>
<p><b>Changes over time</b></p>	<p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p>covered x 2 optional</p>	<p>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Frame historically valid questions about continuity and change and construct informed responses. (H14)</p> <p>covered x 2</p>	<p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history.</p> <p>covered x 12 optional x 3</p>
<p><b>British history</b></p>	<p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>covered optional</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in</p>		<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>covered x 6 optional x 9</p> <p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new</p>



## Year 5 History Step Up 2022-23

	<p>kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>covered x 3 optional</p>		<p>inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>covered</p>
<b>Chronology</b>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Sequence significant dates about events within a historical time period on historical timelines.</p> <p>covered x 4 optional</p>	<p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline. (H15)</p> <p>covered x 2 optional</p>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>covered x 3 optional x 2</p>