



Year 5

COMPONENT SKILL

Chronological Understanding

To sequence and order artefacts, events and dates.

To place current study on time line in relation to other studies

To accurately use dates and terms to describe historical events

To know and sequence key events of time studied

To use relevant terms and periods labels

To understand, use and create accurate timelines.

To relate current studies to previous studies

To understand and use relevant and specific dates and terms within chronology (refer to vocabulary list)

To make comparisons between different times in history

COMPONENT SKILL

Range and Depth of Historical Knowledge

To identify similarities and differences between the past and present

To compare daily life in early and late times studied

Identify and note connections, contrasts and trends over time in the everyday lives of people

To identify similarities and differences between ways of life in different periods

To study different aspects of different people- differences between men and women

To identify and note connections, contrasts and trends over time

To understand that change is a concept that aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important

To compare an aspect of life with the same aspect in another period

To examine causes and results of great events and the impact of these	To examine causes of significant events and understand the impact of the event to people
COMPONENT SKILL Historical Enquiry	
To understand and recognise the use of primary and secondary sources of information to investigate the past	To explain the difference between primary and secondary sources
To use a wide range of different sources to collect evidence about the past	To select relevant sections of information to address historically valid questions
	To use a range of books- fact and fiction to find out about the past
To select relevant information and research to address historically valid questions and construct detailed, informed responses	To use evidence to build up a picture of life in time studied
	To confidently use the library and e-learning for research
To ask historically valid questions to further their own knowledge and support their own lines of enquiry	To select relevant sections of information to address historically valid questions
COMPONENT SKILL Interpretations of History	
To understand that knowledge of the past is constructed from a range of sources	To list a range of primary and secondary sources that could be used to find out about the past
To understand that interpretations of historical events can differ and examine reasons for this	To compare accounts of events from different sources. Fact or fiction

To evaluate the usefulness of different sources	To offer some reasons for different versions of events
COMPONENT SKILL Organisation, Presentation and Communication	
To develop understanding and use of accurate historical vocabulary	To use appropriate terms, matching dates to people and events
	To work independently and in groups, showing initiative, to discuss historical information
To present, communicate and organise ideas using a variety of techniques and styles	To fit events into a display, sorted by theme or time
	To record and communicate knowledge in different forms
To plan and present projects and research about a studied period	To work independently and in groups, showing initiative, to record historical information