

Key Stage 2 YEAR 5 HISTORY

National Curriculum KS2 Programme of Study	Chris Quigley Essential Skills Milestone 3	
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <p>A non-European society that provides contrasts with British History – Indus Valley</p> <p>A local history study - Nantwich</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -Legacy of Victorians</p>	<p>1. To investigate and interpret the past</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
	<p>2. To build an overview of world history</p>	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. – possibly old Willaston School • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.
	<p>3. To understand chronology</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events.

	4. To communicate historically	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy.• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.
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