

Year 5 History Autumn Term

This term in History, we are exploring the Industrial Revolution in Britain

| Our Key Learning Objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|
| I can name the main causes and consequences of the Industrial Revolution in Britain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain why was Manchester so important to the Industrial Revolution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can identify similarities and differences in Manchester pre and post the Industrial revolution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain what was life like for children at Quarry Bank Mill- compare accounts of events from different sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can talk about legislation that improved the children's lives during the Industrial Revolution- begin to identify primary and secondary sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain how transport changed during the Industrial Revolution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can recall key facts about a significant person- George Stephenson | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain the significance of the Industrial Revolution through the scientific discoveries and technological inventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

| | | | |
|---|---|---|---|
| <p>Era A long and distinct period in history.</p>  | <p>Primary evidence A piece of evidence that was created during the time period being studied.</p>  | <p>Interpretation A way of understanding and explaining something.</p>  | <p>Influence To have an effect on something else.</p>  |
| <p>Period A length or portion of time.</p>  | <p>Secondary evidence A piece of evidence that was created after the time period being studied.</p>  | <p>Significance The quality of being worthy of attention and importance.</p>  | <p>Civilisation The society and way of life in a particular area and time.</p>  |

Write down any questions you would like to explore further.

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Beacon 3

- **Recall key facts about a significant person, including accurate dates**
- **Recall key facts about a significant event, including accurate dates**
- **Create timelines that include detailed information**
- **Consider the significance of similarities and differences in different periods/locations**
- **Evaluate the validity of a range of sources when describing an event or person**
- **Include opinion when describing historical events and significant figures in your own words**
- **Refer to sources to describe events or significant figures in your own words**

Year 5 History Spring Term

This term in History, we are exploring **Ancient Greece** - a study of Greek life and achievements and their influence on the western world

| Our Key Learning Objectives | Red | Orange | Green |
|--|-----|--------|-------|
| I can create a timeline of Ancient Greece civilisation, including detailed information | | | |
| I can explain what was Ancient Greece warfare like. I can include key facts about Alexander the Great including accurate dates | | | |
| I can evaluate the validity of a range of sources when describing Ancient Greeks family life, fashion and diet | | | |
| I can understand how all the buildings of an Ancient Greek town fit together- similarities and differences | | | |
| I talk about leisure and entertainment during Ancient Greece. I can explain the significance of Ancient Greeks Olympics | | | |
| I can include my own opinion when explaining why Ancient Greece was conquered by Romans (cause) and what | | | |
| I can explain in my own words how Ancient Greeks changed the world- significance and interpretations, continuity | | | |

Tick the **green** box if you fully understand and can explain your knowledge to someone else. Tick the **orange** box if you understand a bit but would need some help to explain it to someone else. Tick the **red** box if you are still learning to understand.

Key Words

| | | | |
|---|--|---|--|
| <p>Era A long and distinct period in history.</p>  | <p>Civilisation a complex society with urban development, social stratification, a form of government and writing as form of communication</p>  | <p>Significance The quality of being worthy of attention and importance.</p>  | <p>Interpretation A way of understanding and explaining something.</p>  |
| <p>Period A length or portion of time.</p>  | <p>The son of a king, Alexander the Great was a brilliant military leader who conquered most of the known world, but he wasn't much of a diplomat.</p>  | <p>Ancient Olympics were held every four years between August 6 and September 19 during a religious festival honouring Zeus.</p>  | <p>Heracles, Greek Herakles, Roman Hercules, one of the most famous Greco-Roman legendary heroes.</p>  |

Write down any questions you would like to explore further.

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Beacon 3

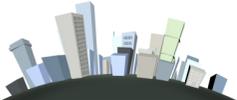
- **Recall key facts about a significant person, including accurate dates**
- **Recall key facts about a significant event, including accurate dates**
- **Create timelines that include detailed information**
- **Consider the significance of similarities and differences in different periods/locations**
- **Evaluate the validity of a range of sources when describing an event or person**
- **Include opinion when describing historical events and significant figures in your own words**
- **Refer to sources to describe events or significant figures in your own words**

Year 5 History Summer Term

This term in History, we are exploring an overview of where and when the first civilizations appeared and a depth study of the Indus Valley

| Our Key Learning Objectives | | | | Tick the green box if you fully understand and can explain your knowledge to someone else. Tick the orange box if you understand a bit but would need some help to explain it to someone else. Tick the red box if you are still learning to understand. |
|--|--|--|--|---|
| I can explain similarities and differences between the first Ancient Civilisations in Mesopotamia and Egypt in the Middle East, in the Indus valley region, in the Huang He (Yellow River) valley of China, on the island of Crete in the Aegean Sea, and in Central America. | | | | |
| I can understand that there are different aspects of the history of the Indus Valley and I can order events chronologically. | | | | |
| I can examine artefacts from the Indus Valley and understand what they can tell us about the Indus Valley civilisation. | | | | |
| I can explain what an Indus Valley city would have been like and describe the types and features of the buildings in them. | | | | |
| I can explain how this apparently peaceful, well organised civilisation collapsed in just a few hundreds of years- causes and consequences | | | | |
| I can explain how the Indus Valley civilisation help shape the modern world- significance and interpretations | | | | |

Key Words

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|--|--|---|---|
| <p>Primary evidence A piece of evidence that was created during the timer period being studied.</p>  | <p>Secondary evidence A piece of evidence that was created after the time period being studied.</p>  | <p>Interpretations A person's way of understanding and explaining something.</p>  | <p>Artefact an object made by a human being, typically one of cultural or historical interest.</p>  |
| <p>Period A length or portion of time.</p>  | <p>Civilisation a complex society with urban development, social stratification, a form of government and writing as form of communication</p>  | <p>Significance The quality of being worthy of attention and importance.</p>  | <p>Ancient means that something existed a long time ago in the past, or that it is really old.</p>  |

Write down any questions you would like to explore further.

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