

Year 5

History Overview

	Key Question	Ancillary questions and content focus	History National Curriculum subject coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts.
Autumn	How did a pile of dragon bones help to solve an Ancient Chinese mystery?	<p>What was odd about the dragon bones that Wang Yirong bought?</p> <p>What do the engraved bones tell us about the beliefs of the Shang?</p> <p>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</p> <p>Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin? What made Fu Hao stand out from the crowd?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising</p>

<p>Spring</p>	<p>The story of The Trojan Horse: historical fact, legend or classical myth?</p>	<p>What exactly is the story of The Trojan Horse? What evidence exists to authenticate the story of The Trojan Horse? What other explanations could there be for the origin of the story of The Trojan Horse?</p>	<p>What exactly is the story of The Trojan Horse? What evidence exists to authenticate the story of The Trojan Horse? What other explanations could there be for the origin of the story of The Trojan Horse?</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising</p>
<p>Summer</p>	<p>How has transportation changed in the local area over time? (Local area study)</p>	<p>How did early transport hold back developments in the locality? Has transport always been the same in the past? What challenges might people in the past have had when using transport? Why were improvements</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments</p>

		made to transport in the locality? How might people have reacted to the tram system and motorway network? Who would make most use of this transport development and how would it benefit the local community?		Evaluating Critiquing Empathising Hypothesising
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