

Year 5 History

Progression of knowledge and skills

	Unit 1	Unit 2	Unit 3
Name of unit	Peaceful protests in 20th century	The significance of Ancient Greek legacies	Industrial revolution in Manchester
Disciplinary focus	Cause and consequence Compare these protests and explain their significance in history	Similarities and differences Identify and explain the Ancient Greek legacies that are still evident in today's society.	Historical interpretation How did the Industrial Revolution shape our local history?
Key vocabulary	protest sacrifice injustice legacy reform legislation	citizen empire democracy inequality equality hierarchy legacy ancient vs modern civilisation	revolution advantage disadvantage reform impact migrate conflict
Substantive knowledge	I know that laws are formally known as legislation I can explain the term legacy and give examples of a variety of legacies throughout history	I can explain how the concept of representative democracy was established and described as the first know democracy in the world.	I know that the Industrial Revolution in began from 1762.

	I know that Mahatma Gandhi protested for legislation reform and was famously involved in many peaceful protests - Salt March. I can explain how Gandhi's actions led to the partition of India to form Pakistan. I can explain the segregation laws in the America. I know that Rosa Parks protested against segregation laws and started the Montgomery Bus Boycott. I know that Rosa Parks played a vital role in the civil rights movement. I can explain the apartheid in South Africa. I can recall Nelson Mandela's forms of protest. I know he was jailed for 30 years and eventually became the president of South Africa. I know that Mandela worked to reform legislation which eventually led to the end of Apartheid. I can compare Gandhi, Parks and Mandela's protests and their impact to explain the inequality evident globally in 1950	I can explain how the lives of wealthy people were different from the lives of poorer people. I can research what it was like for children in a given period of history. I can explain the Olympic Games in Ancient Greece and the type of athletes. I can explain the development of the alphabet.	I can discuss a significant turning point in British history. I know how Manchester began to grow and change during the Industrial Revolution. I can describe the term urbanisation and explain its impact. I can explain how the Industrial Revolution shaped the Manchester we live in now.

Disciplinary content	**Cause and Consequence** - Understand that a cause makes something happen and that historical events have causes. - Explain that historical events are caused by things that occurred before them. - Understand that a consequence is something that happens as a result of something else. **Historical Significance** - Talk about why the event was important and what happened.	**Similarities and Differences** - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.	**Continuity and Change** - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. **Similarities and Differences** - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Identify some similarities and differences between ways of life in different periods.
Historical enquiry	**Historical Interpretations** start to understand that there can be different versions of the same event from the past;	**Historical Investigations** observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	**Historical Interpretations** start to compare two versions of past events;

	Historical Investigations use evidence to explain the key features of events; **Knowledge and Understanding of Events and People in the Past** know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. **Presenting, Communicating and Organising** talk, write and draw about things from the past;	**Chronological Understanding** use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	observe and use pictures, photographs and artefacts to find out about the past; **Historical Investigations** - observe or handle evidence to ask simple questions about the past; **Chronological Understanding** - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest,