**Year 5 CURRICULUM OVERVIEW 2025.26**

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| **YR5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | ***British History***  **Study of British History that extends beyond 1066**  Tudors – Henry VIII | | **British History**  **Local History**  Victorian Britain | | **British History**  **Study of British History that extends beyond 1066**  Crime and Punishment | |
| **Key new knowledge** | **A study of an aspect or theme in British history that extends pupils’ chronological**  **knowledge beyond 1066**  **Chronological understanding**   * Place Tudors and Henry the VIII reign on a timeline in relation to other studies. * Know and sequence key events of the Tudors and Henry the VIII reign. * Describe the main changes during the Tudors and Henry the VIII reign.   **Knowledge and understanding of events, people, and changes in the past**   * Give own reasons why changes may have occurred during the Tudor period and Henry VIII reign, backed up by evidence. * Describe similarities and differences between some people, events, and artefacts during Henry VIII reign. * Describe how historical events during the Tudor period and Henry VIII reign affect/influence life today. | | **A local history study**  **Chronological Understanding**   * Place the Victorian period on a timeline in relation to other studies. * Know and sequence key events during the Victorian period. * Describe the main changes during the Victorian period.   **Knowledge and understanding of events, people, and changes in the past**   * Give your own reasons why changes may have occurred during the Victorian period, backed up by evidence. * Describe similarities and differences between some people, events, and artefacts during the Victorian period. * Describe how historical events during the Victorian period affected/influenced life today. | | **A study of an aspect or theme in British history that extends pupils’ chronological**  **knowledge beyond 1066**  **Chronological Understanding**   * Place changes in Crime and Punishment on a timeline in relation to other studies. * Know and sequence key events of the changes of Crime and Punishment. * Describe the main changes that happened with Crime and Punishment.   **Knowledge and understanding of events, people, and changes in the past**   * Give own reasons why changes may have occurred in Crime and Punishment, backed up by evidence. * Describe similarities and differences between some people, events, and artefacts in the changes of Crime and Punishment. * Describe how historical events of the changes of Crime and Punishment affect/influence life today. | |

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| **Key new knowledge** | **Historical Enquiry**   * Examine causes and results of great events during Henry VIII reign and the impact on people. * Compare an aspect of life during Henry VIII reign with the same aspect in another period e.g. School life. * Begin to identify primary and secondary sources.   **Historical Interpretation**   * Understand that the type of information available depends on the period studied. * Give reasons why there may be different accounts of history. * Evaluate evidence to choose the most reliable forms.   **Organisation and communication**   * Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT. * Use and understand appropriate historical vocabulary related to the Tudor and Henry VIII period. | **Historical Enquiry**   * Examine causes and results of great events during the Victorian period and the impact on people. * Compare an aspect of life during the Victorian period with the same aspect in another period e.g. School life. * Begin to identify primary and secondary sources.   **Historical Interpretation**   * Understand that the type of information available depends on the period studied. * Give reasons why there may be different accounts of history. * Evaluate evidence to choose the most reliable forms.   **Organisation and communication**   * Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT. * Use and understand appropriate historical vocabulary related to the Victorian period. | **Historical Enquiry**   * Examine causes and results of great events during the changes in Crime and Punishment and the impact on people. * Compare an aspect of life during a change in Crime and Punishment with the same aspect in another period. * Begin to identify primary and secondary sources.   **Historical Interpretation**   * Understand that the type of information available depends on the period studied. * Give reasons why there may be different accounts of history. * Evaluate evidence to choose the most reliable forms.   **Organisation and communication**   * Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT. * Use and understand appropriate historical vocabulary related to the changes in Crime and Punishment. |
| **Assessment** | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning |