**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.
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| **Assessment** | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning |