



Knowledge Progression – History / Geography (Paragon) - YEAR 5

History

- Historical chronology (HC)
- Changes in history (CiH)
- Historical questions and enquiry (HQE)
- Analysing historical sources (AHS)
- Local history study (LHS)

Geography

- Locational knowledge (LK)
- Place knowledge (PK)
- Human and physical geography (HPG)
- Geographical skills and fieldwork (GSF)

National Curriculum guidance for History – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

National Curriculum guidance for Geography – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

5	<p align="center"><u>Unit 1</u></p> <p align="center">Ancient World 400,000BCE – 500BCE</p> <p align="center"><i>How do we recognise a civilisation?</i></p> <p align="center">Egypt</p>	<p align="center"><u>Unit 2</u></p> <p align="center">The Middle Ages 500BCE – 1460</p> <p align="center"><i>How can we tell what a civilisation values?</i></p> <p align="center">Europe</p>	<p align="center"><u>Unit 3</u></p> <p align="center">Renaissance and The New World 1460 – 1600</p> <p align="center"><i>What can we learn about a civilisation from its great thinkers?</i></p> <p align="center">Italy</p>	<p align="center"><u>Unit 4</u></p> <p align="center">Kingdoms and Colonies 1600 – 1750</p> <p align="center"><i>How does a civilisation build an empire?</i></p> <p align="center">British Empire</p>	<p align="center"><u>Unit 5</u></p> <p align="center">Unification and Industrialisation 1825 – 1900</p> <p align="center"><i>How is a civilisation defined by an era?</i></p> <p align="center">Victorian Industry</p>	<p align="center"><u>Unit 6</u></p> <p align="center">World War 11 1939 – 1950</p> <p align="center"><i>How do people live in Britain during and after WW11?</i></p> <p align="center">Britain</p>
History	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Recognise social stratification in an early civilisation and relate to life today. (CiH) Make inferences about why Egyptians mummified the 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Select and analyse sources independently and give reasons for choices. (ICT sources / Paragon slides - looking at different structures / buildings) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explain some of the similarities and differences of different time periods. (21st Century / Middle Ages / Ancient Greeks – ‘Great thinkers of the time’) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Investigate how people, places and events contributed to the growth of the British Empire. (AHS) Use correct terminology to discuss events in the 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explain how hierarchy and the evolving class systems contributed to the idea that some people were more significant than others. (HQE) Understand similarities and difference between 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Scrutinise historical sources to understand the key role of propaganda in and after WW2. (AHS) Make connections between



	deceased. (AHS)	(HQE/ AHS) <ul style="list-style-type: none">• Begin to offer explanations about why people in the past acted as they did. (Pupils will study castles, the Feudal Systems, the role of the church and the impact on people's behaviour) (CiH)	(CiH) <ul style="list-style-type: none">• Give reasons why some events, people or developments are seen as more significant than others. (Copernicus, Galileo, Da Vinci, Lavinia Fontana, Michael Angelo) (HQE)	past. (HC)	different social groups. (CiH) <ul style="list-style-type: none">• Understand how our knowledge of the past is constructed from a range of sources. (AHS/LHS)	WW2 and why people acted, thought and lived as they did. (CiH/HC)
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<p>Geography</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Locate the river Nile within Africa and name all of the African countries through which it passes. (Identify the capital city and the regions of Ancient Egypt e.g. the Upper Kingdom) (LK) • Explain why people settle near rivers (link to river Nile and previous topics). (LK/PK/HPG) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Name and locate cities in the UK. (LK) • Recall 10 UK cities and their locality. (LK) • Identify UK towns and describe how these are different from cities. (LK) • Link cathedrals with city status. (HPG) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Locate and recall all of the countries related to the spread of Renaissance ideas from Italy and be able to describe why this happened. (LK) • Locate influential cities in Italy and explain why these are influential. (LK) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of economic activity and trade links. (British colonies and East Indian Tea Company) (HPG) 	<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Name and locate all of the countries involved in WW2. (LK) • Explain why and how alliances during WW2 were formed. • Explain the effects of the war. (HPG) • Provide detailed descriptions and evaluations of what life was like for the people of the United
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- Identify the features of a civilisation. (HPG)

- Kingdom before the war commenced and once it had finished. (CiH)
- Compare how life was different for people who lived in a non-UK country, before and after the war e.g. Germany / Japan. (CiH)