

# The Northway Curriculum

## Year Five

### History

#### Unit One

#### Anglo Saxons and Vikings



LO: I can ask questions about the Anglo Saxons and Vikings		
LO: I can create a timeline displaying the Anglo Saxon and Viking period		
LO: I can explain who the Anglo Saxons were and where they came from		
LO: I can explore Sutton Hoo and describe its significance		
LO: I can write about Tatton Park (Local focus)		
LO: I can explain who the Vikings were and why they invaded		
LO: I can demonstrate an awareness of Danegeld		
LO: I can compare law and order during the Anglo-Saxon and Viking period with today		
LO: I detail how and when the Anglo Saxon and Viking period ended		

Year Four History The Roman Invasion of Britain	
LO: I can comprehend the term 'Empire', know where Rome is and when their Empire began	
LO: I can describe Julius Caesar's attempted invasion of Britain	
LO: I can draw and label the features of a Roman Soldier and the Roman Army	
LO: I can sequence events surrounding the Roman Empire in Britain, and ask questions to gain further knowledge	
LO: I can use role play to display the significance of Boudica's resistance to the Romans	
LO: I can write about the Romanisation of Britain: religion, technology (including roads), and language (including writing)	
LOCAL FOCUS - LO: I can explore Deva Victrix	

Year Five History Working Deeper	
Working Deeper: I can make predictions about when the Anglo Saxon and Viking period took place	
Working Deeper: I can show the differences between where the Angles, Saxons and Jutes came from	
Working Deeper: I can explain how artefacts found at Sutton Hoo help us understand the past better	
Working Deeper: I can describe how the Anglos Saxons impacted Christianity	
Working Deeper: I can explain why Britain was a desirable place for the Vikings to invade	
Working Deeper: I can explain why Danegeld did not work out well for the Anglo Saxons	
Working Deeper: I can give my opinion about whether law and order has improved since Anglo Saxon times	

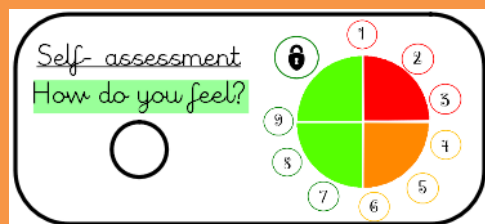
# The Northway Curriculum

## Year Five

### History

#### Unit One

#### Ancient Egypt



LO: I can create a timeline with all studied periods including Ancient Egypt		
LO: I can use a variety of sources to evaluate how Ancient Egypt changed the world: Hieroglyphics and the Rosetta Stone		
LO: I can use a variety of sources to evaluate how Ancient Egypt changed the world: The Valley of the Kings		
LO: I can describe the events of the discovery of Tutankhamun's tomb		
LO: I can ask questions about the pyramids in Ancient Egypt and use research to answer my questions		
LO: I can compare Ancient Egypt to the Anglo Saxon period and today		
LO: I can use Civilisations app to explore Ancient Egyptian artefacts		

Year Three History The Stone Age	
LO: I can comprehend that the Stone Age is a Prehistoric Period and add the 'Old Stone Age' to a timeline	
LO: I can recognise dates relating to the Old Stone Age and begin to ask questions about what life was like then	
LO: I can explore hunting, tools and shelter in the Old Stone Age	
LO: I can recognise changes during the Middle Stone Age and add the period to a timeline	
LOCAL HISTORY FOCUS: I can report on the findings at Lunt Meadows in Sefton	
LO: I can recognise changes during the New Stone Age and add the period to a timeline	
LOCAL HISTORY FOCUS: I can report on the 'Calder Stones' at Calderstones Park, Liverpool	

Year Five History Working Deeper	
Working Deeper: I can recognise the overlap between the Stone Age and the Ancient Egypt period and explain the word 'Ancient'	
Working Deeper: I can explain the significance of the Rosetta Stone in terms of how writing began	
Working Deeper: I can describe how the mummification process shaped how we do things today	
Working Deeper: I can provide detailed diary entries from the perspective of Howard Carter	
Working Deeper: I can use research to provide detailed answers to relevant questions	
Working Deeper: I can identify several similarities and differences between life in Ancient Egypt to today	

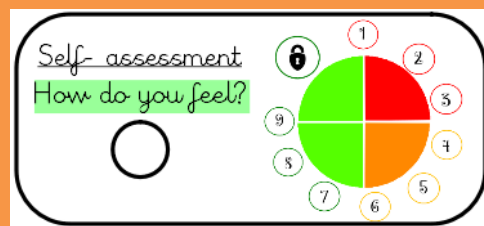
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## Year Five

### History

#### Unit Three

#### WWII: How it affected Liverpool (Local Focus)



LO: I can place studied historical periods on a timeline to include WWII (1939-1945)		
LO: I can report on the Durning Road Tragedy		
LO: I can comprehend why The Battle of Britain was a turning point in our history		
LO: I can ask questions to find out more about Liverpool during WWII		
LO: I can make comparisons between life in Liverpool during WWII and life today		
LO: I can describe the changes to Liverpool's important buildings following WWII		

## Year Three

### History

#### Life in Liverpool during WWI

LO: I can place 1914-18 on a timeline involving all other studied periods of History (Y1-Y4)	
LO: I can ask questions about WWI and research major events and significant figures (using Knowledge Organiser as reference)	
LO: I can display Liverpool's rising population up to WWI, and how the war affected it	
LO: I can compare Bold Street during WWI with today	
LO: I can explore the number of Liverpool men enlisted in the army and navy during WWI	
LO: I can explain the role of women in Liverpool during WWI	

## Year Five

### Geography

#### Working Deeper

Working Deeper: I can describe WWII as 'recent' and calculate how many years ago it was	
Working Deeper: I can explain why Durning Road was bombed	
Working Deeper: I can explain in detail why the Battle of Britain was a turning point in our history	
Working Deeper: I can write about how my predictions about life in Liverpool during WWII were similar/different to the reality	
Working Deeper: I can make reference to improvements in standards of living and architecture since WWII using evidence	