# Progression of knowledge and skills: Y5 History

| Topic | Knowledge (Pupils will learn…) | Skills (Pupils will learn how to…) |
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| **World War One** | • Who Sidney Blincoe was.<br>• Information about the soldiers on Cranborne War Memorial.<br>• How alliances, imperialism, assassination and nationalism caused WW1.<br>• What the Western front was and what life in a trench was like.<br>• How people in Britain coped with war on the home front.<br>• The names of some key battles and outcomes of WW1. | • Use historical evidence and sources to make inferences about WW1.<br>• Explain a range of causes of WW1 and how war was a consequence.<br>• Draw comparisons between the Western Front and the Home Front.<br>• Explain how life in Britain has changed since the 1900s, during WW1, compared to today. |
| **Ancient Greece** | • When Ancient Greece existed in relation to other periods of time.<br>• The difference between BC and AD.<br>• Where Greece is on a world map and in relation to the UK.<br>• The importance of Ancient Greek pottery and what it shows about life during this time.<br>• The differences between the two city states, Athens and Sparta.<br>• How Athens was governed and how this introduced the idea of democracy.<br>• What happened at The Battle of Marathon.<br>• The tactics/warfare used during The Battle of Marathon and how this led to the outcomes.<br>• What the Ancient Greek Olympics were like.<br>• About the modern-day Olympics. | • Organise significant events from BC and AD in chronological order.<br>• Use Ancient Greek pottery as sources and evidence to make inferences about life in Ancient Greece.<br>• Draw comparisons between two city states and make a judgment about them.<br>• Analyse how certain tactics/warfare during the Battle of Marathon had a significant impact.<br>• Create a convincing argument on the most significant factor for the Athenians winning the Battle of Marathon.<br>• Explain how far the Olympics have changed and continued since Ancient Greece. |
| **Crime & Punishment through time** | • How criminals were punished over 1000 years ago.<br>• The legacy of Roman legal systems.<br>• How the Anglo-Saxons were punished for crimes.<br>• How Roman and Anglo-Saxon were different.<br>• How people were punished during the Tudor period.<br>• Who Dick Turpin was and what he did.<br>• Why prisons were introduced in Victorian England.<br>• How we deal with crime and punishment in modern day England. | • Explain the significance of Roman legal systems.<br>• Compare punishments of the Romans and Anglo-Saxons.<br>• Study a range of historical sources to make inferences on Tudor punishments.<br>• Form a judgment on how torturing the Tudor punishments were.<br>• Use sources to investigate whether Dick Turpin was a hero or villain.<br>• Create an argument on whether Dick Turpin was a hero or villain.<br>• Explain the cause of prisons being introduced in Victorian England.<br>• Knowledge of what Victorian prisons were like.<br>• Compare how crime and punishment has developed since the Romans up to modern day England. |